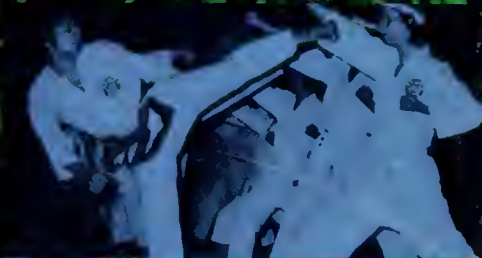


1976-77 Boston College Bulletin

University General Catalog 1976-77 March 15, 1976





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Boston College Bulletin



University General Catalog 1976-77

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Boston College, Chestnut Hill, Massachusetts 02167

Boston College Bulletin

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives

Volume XLVIII, Number 2, March 15, 1976

for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published four times a year in January; March; April; August.

Second class postage paid at Boston, Massachusetts. Published by Boston College, Chestnut Hill, Massachusetts 02167, telephone (617) 969-0100.

Postmaster: send PS Form 3541 and all address corrections to the Office of the University Registrar.

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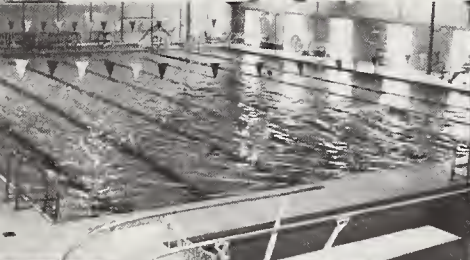
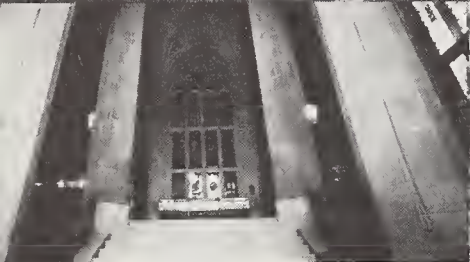
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Boston College



The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Association of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the university. The book collections are approaching a total of one million volumes, and approximately 5,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College libraries.

Through membership in the New England Library Information Network (NELINET), there is on-line access to publishing, cataloging, and inter-library loan location information from the data bank of the Ohio College Library Center (OCLC), which contains over one million records from the Library of Congress and more than 500 contributing institutions. The libraries also provide computer-based information retrieval services.

The Boston College Libraries Handbook, containing library hours and other useful information, is available at **Bapst Library**, the main library, or any of the departmental libraries.

The School of Nursing Library, one of the outstanding nursing libraries in the country, contains a collection of approximately 30,000 volumes, 565 periodical titles, pamphlets, doctoral dissertations, microforms, and audiovisual materials. MEDLINE, the computer-based literature retrieval service for health sciences is available.

The Science Library serving the departments of biology, chemistry, geology and geophysics, mathematics, and physics, has holdings of more than 50,000 volumes and is particularly rich in periodicals (over 500) and scientific indexes. A specialized collection of nearly 10,000 volumes and 60 periodicals on Earth Sciences is located in the Geophysics Library at Weston Observatory.

The School of Social Work Library contains a collection of approximately 18,000 bound volumes and over 200 periodical titles, pamphlets and student theses. Materials cover the areas of professional social work, case work, social and health planning, child and family welfare, human behavior, and community organization and research. Government and voluntary agency publications comprise much of the pamphlet collection.

The School of Management Library has special subject strengths in banking, economics, investment, marketing, and management. The over 60,000 volumes include trade directories, investment manuals and services, government publications, and 750 business periodicals. There is also a large collection of corporate annual reports and census files.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 110,000 volumes. The collection is basically Anglo-American in character but has substantial and growing collections of international, comparative and foreign law materials.

The Resource Center, presently sharing the library facility at the Newton Campus with the Law School Library, has holdings of approximately 30,000 volumes, plus an extensive record collection.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located less than a mile from the Chestnut Hill campus. It also contains classrooms, laboratories, dormitories, athletic areas and student service facilities.

Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, or national origin. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity in education underlies all of the graduate and undergraduate programs and services of the University. In implementing this policy, Boston College follows the guidelines and requirements of

Title VI of the Civil Rights Act and Title IX of the Higher Education Act of 1972.

Undergraduate Tuition and Fees

First semester tuition and fees are due by August 17, 1976.

Tuition first semester — \$1,587.50

Second semester tuition and fees are due by December 17, 1976.

Tuition second semester — \$1,587.50

There is a \$100.00 processing fee for payments received for first semester after October 1, 1976 and for second semester after February 11, 1977. There will be no late Registration or Confirmation of Registration accepted after October 13, 1976 for first semester and February 18, 1977 for second semester.

Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees

Application Fee (not refundable)	\$ 15.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester	100.00
Registration for new students (not refundable)	10.00
Late Registration	10.00
Late Confirmation of Registration	25.00
Tuition — payable semi-annually	3,175.00
Health Fee	70.00
Identification Card	3.00
Recreation Fee — payable annually	32.00

Undergraduate Special Fees

Absentee Examination	\$ 10.00
Biology Laboratory — per semester	50.00
Certificates, Transcripts	1.00
Chemistry Laboratory — per semester	50.00
Computer Course Laboratory — per semester	50.00
Extra Course—per semester hour credit	105.00
Geology Laboratory — per semester	50.00
Graduation	10.00
Language Laboratory — per semester	5.00
Physics Laboratory — per semester	50.00
Psychology Laboratory — per semester	50.00
Special Students—per semester hour credit	105.00
Statistics Laboratory — per semester	10.00

Resident Student Expenses

Board per semester	\$375.00*
Room and Mail Service Fee per semester varies from \$387.50–\$512.50 depending on room (see Residence Accommodations)	varies
Room Guarantee Deposit	100.00
Health Fee	70.00

*Does not include 8% Massachusetts Meal Tax

Graduate Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences and in the School of Management. The tuition in the Graduate School

of Social Work and in the Law School is due semi-annually by August 17, 1976, and by December 17, 1976; there is a \$100.00 processing fee for payments received for first semester after October 1, 1976, and for second semester after February 11, 1977.

No late Registration accepted after October 13, 1976 for first semester and February 18, 1977 for second semester.

Graduate School of Arts and Sciences**

Tuition per semester hour	\$ 100.00
Auditor's tuition per semester hour	50.00

Tuition refund policy begins at 40%

School of Management, Graduate Division**

Tuition per semester hour	86.00
Tuition refund policy begins at 40%	

Graduate School of Social Work**

Tuition	3,125.00
Tuition per semester hour	80.00

Law School**

Tuition	3,200.00
Tuition per semester hour	110.00

**Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.

Graduate General Fees

Activity fee — per semester — full-time (7 credits or more per semester)	2.50
Part-time (less than 7 credits per semester)	1.50
Advanced or deferred examination	5.00
Application fee (not refundable)	15.00
Binding fee for Master's thesis (per copy)	4.00
Certificates, Transcripts	1.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester	100.00
Continuation fee for Master's Thesis Direction per semester	100.00
Copyright fee (optional)	15.00
Graduation fee — Master's degree or certificate	20.00
Doctor's degree	25.00
Laboratory fee — per semester	50.00
Late Registration or Confirmation	25.00
Microfilm and binding fee for doctoral thesis	35.00
Registration fee per semester (not refundable)	5.00
Student Identification Card	3.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.

Undergraduate and graduate tuition is refundable subject to the following conditions:

1) Notice of withdrawal must be made in writing to:

University Registrar

Boston College

Lyons 101

Chestnut Hill, Massachusetts 02167

2) The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition refunded:

within 2 weeks of first classes	80% of tuition charged is refunded
within 3 weeks of first classes	60% of tuition charged is refunded
within 4 weeks of first classes	40% of tuition charged is refunded
within 5 weeks of first classes	20% of tuition charged is refunded

No refunds are made after the 5th week of classes.

If a student does not wish to leave the resulting credit balance in his account for subsequent use, he should request the Controller's Office in writing to issue a rebate.

STUDENT AFFAIRS

Financial Aid

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his own earning capacity, followed by the income and assets of his immediate family. Independent students should consult with a financial aid officer before applying.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Confidential Financial Statement must be filed along with the Boston College Financial Aid Application.

Confidential Statements, tax returns, and applications must be filed each year whether or not the student has filed previously. If the recipient has been informed in writing that his assistance would be renewed automatically according to the conditions stated in the Award Letter, he or she must still file at least the application, and if an increase in aid is requested the tax return and Confidential Statement must also be filed.

The following types of aid are available individually or in combination:

Boston College Scholarships/Grants (Undergraduates Only)

These are based on need combined with academic performance or potential or some other skill and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen in the same class. Only a few types of scholarships and grants can be increased if university costs increase and any increases are based entirely on need.

Graduate Assistantships/ Scholarships/Fellowships

There is a limited amount of graduate assistance available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of second year students to evaluate the qualifications for these assistantships. Application should be made directly to the appropriate dean or department head and not to the Financial Aid Office. The Financial Aid Office does not handle institutional aid for graduate and professional students.

Basic Educational Opportunity Grants (Undergraduates Only)

This is a new federal program requiring a separate application which is free and can be picked up in the Financial Aid Office. If fully funded, it will provide to all eligible students a grant of up to \$1400 based on an eligibility index. The eligibility index is computed on the basis of parental and student income and assets. All interested students are encouraged to apply if they are at least half time.

Supplemental Education Opportunity Grants (Undergraduates Only)

These are grants made available from federal funds to at least half-time students who meet certain family need and related standards. Grants range from \$200 to \$1500 per year

and may be renewable upon reapplication as long as need continues. The four year maximum is \$4,000. The award must be matched by certain other types of federal, institutional, or state aid.

Nursing Scholarship Program

The Department of Health Manpower provides funds to at least half-time students via a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the Confidential Statement and tax return and are renewable upon reapplication. Under this program the maximum award that can be made to a student is \$2,000 a year.

National Direct (formerly Defense) Student Loans

Amounts awarded are for at least half-time students and are based on need. Undergraduates are limited to a combined total of \$2,500 for the first two years and a combined total of \$5,000 for all undergraduate years. Graduate students are limited to a combined total of \$10,000 for undergraduate and graduate years. Veterans will automatically be considered independent of their parents when considered for this loan.

No interest is charged until repayment begins. Ordinarily a repayment period of 10 years is permitted, at an interest charge of 3% on the unpaid balance, beginning 9 months after graduation. Grace periods of three years without payment of capital or interest are allowed for military service, Peace Corps, and VISTA service. Also, no payments are required as long as the student remains at least a half-time student at the graduate level or undergraduate level.

Effective 7/1/72 cancellations of 10% of the loan amount, plus interest, are no longer granted to those who become full-time teachers in elementary, secondary, or higher education institutions for each year of teaching up to a maximum of 50% for 5 years. The cancellation still applies to loans negotiated before 7/1/72.

Also effective 7/1/72, teaching of the emotionally, economically, physically or mentally handicapped qualifies for a 100% cancellation over 5 years (15%, 15%, 20%, 20%, 30%). This replaces the old 15%/year cancellation up to 100% which is still in effect for loans negotiated before 7/1/72. Teaching in a Headstart program now qualifies, under certain conditions, for 15%/year cancellation up to 100%.

Finally, borrowers involved in active military service after 7/1/70 may qualify for 12½% per year cancellation up to 50%, although any loans negotiated after 7/1/72 can be cancelled only for combat military service.

All amounts owed are cancelled in case of death or permanent total disability. Loans are renewable only upon reapplication.

Nursing Student Loans

At least half-time nursing students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 3% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

Employment as a full-time professional nurse in any public or private non-profit agency qualifies for up to 85% cancellation over 5 years (15%, 15%, 15%, 20%, 20%). Prior to July 1, 1972 this provision was 10%/year up to 50%.

Employment for at least two years in an area determined by the government to have a shortage of and need for nurses qualifies for 85% cancellation over 3 years (30%, 30%, 25%). Prior to July 1, 1972 this provision was 15%/year up to 100%.

Loans are cancelled for death or permanent disability. Loans are awarded on an academic year basis only and must be reapplied for each year. They are not automatically renewed. Loans made prior to July 1, 1972 retain the old provisions.

Law Enforcement Education Program

This federally funded program provides assistance for students who are presently employed by a publicly funded local, state, or Federal law enforcement agency. Students must reapply each year.

Up to \$2200 a year may be borrowed by full-time students who are in approved academic programs. The loan may be cancelled at the rate of 25% per year for service in an approved law enforcement agency. Grants of up to \$400/semester are also available for full or part-time students who are currently employed full time by a law enforcement agency.

College Work-Study Employment Programs (Summer, Fall, and Spring)

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies both in the greater Boston area and in the student's home community (even in other states). Some of these jobs provide work experience directly related to the student's educational objective while at the same time providing regular income for educational expenses. Students are limited to 15-20 hours per week during the school year and 35-40 hours per week during the summer or other school vacations. Eligibility is based on need and earnings must be related to total educational costs. Students must be authorized for each work period before reporting to the employing agency. In order to get authorized, students are asked to leave their name with the Financial Aid Office receptionist prior to each Work-Study period. They will receive further information at that time.

Regular Employment

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than one half tuition, during the course of the year, in this fashion.

Students should check with the Personnel Office, Department Heads or Faculty for on-campus jobs and with the Placement Office for off-campus jobs. The Financial Aid Office is not involved at all in regular employment, related procedures, etc.

State Scholarships

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Varying regulations also restrict some forms of aid from being taken out of a particular state. Students should apply through the Board of Higher Education in their home state.

Applications for the State of Massachusetts may be picked up in the Financial Aid Office.

Help Loans, Guaranteed Insured Loans, Bank Loans, Etc.

These loan programs require a separate application, obtainable at your bank or credit union, in addition to the B.C.

Financial Aid Application and Confidential Statement. Depending on the student's state of residence, up to \$2500 can be borrowed annually and up to a total of \$10,000 for an undergraduate and graduate career. The interest rate is normally 7% but, in cases where students qualify for and want the federal interest subsidy, the federal government will pay the interest on the loan while the student is in school. Repayment of the loan by the student usually begins 9 months after graduation but can be deferred for graduate school or service in the military, Peace Corps or VISTA. If adjusted family income is \$15,000 or less and the loan is \$2,000 or less, the loan automatically qualifies for the interest subsidy. Otherwise the school is required to recommend to the bank a loan amount in all cases in which the student is seeking the federal interest subsidy. For this reason, the Confidential Statement mentioned above is required in order to determine need.

Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

Other Financial Aid

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Shawmut Tuition Aid Program, at the Financial Aid Office.

Note

The College's estimate of a student's need is based on an analysis of information supplied on the Confidential Statement and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after the financial statement is received, the college may be required to adjust the total amount of aid promised to a student. All financial aid resources are limited in some way, and it is our intent to use these resources in such a way that the greatest number will benefit.

Students are expected to save \$600-800 from summer earnings each year. We also expect all Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply. Undergraduate students applying for federal aid of any kind are required to apply for a Basic Opportunity Grant before their application for other types of federal aid will be considered.

Student Services

Health Services

The primary purpose of the Health Service is to meet the immediate health needs of the students and to assist them in maintaining an optimal level of health through educative services. The department has two units, an out-patient infirmary located in Cushing Hall on the Chestnut Hill campus and an in-patient infirmary located in Keyes House South on the Newton campus. Emergency service is also provided.

Payment of the Health Fee is required for all resident students and students residing away from home. It is optional for commuters and full-time graduate students.

The University recommends that all students be covered additionally by an appropriate health insurance policy for hospitalization and diagnostic testing.

Counseling and Mental Health

A professionally staffed Counseling Office located in each of the undergraduate colleges assists students in matters pertaining to personal adjustment, vocational decisions, educational planning and mental health problems.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from one of the campus Counseling Offices, the Health Service or may contact the College Mental Health Center directly for an appointment. In emergency this service is available outside normal office hours.

Career Planning and Placement Center

Through this Center, Boston College provides information, resources, and counseling as part of its educative service to students and alumni to assist them in making intelligent choices of jobs, careers, and ways-of-life decisions. In addition to group meetings, Career Nights, and Workshops, students and alumni can obtain personal counseling with professionally trained staff, and also avail themselves of peer advisors' assistance. Other services include campus recruiting; credentials; graduate school data; binders of current job opportunities; reference data on occupations, employers, school systems, hospitals, and trends; part-time and summer job listings and advisement; and resource data on other aspects of job and career needs.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in seven different dormitory areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

(1) Reservoir Apartment Complex (Lower Campus)

The nine-story Reservoir Apartment Complex, completed in the fall of 1975, houses approximately 800 students in 200 two-bedroom apartments. Each apartment unit consists of 2 bedrooms, bath, fully-equipped kitchen and livingroom. These modern, completely furnished and air-conditioned apartment units cost \$512.50 per student per semester and house primarily upper-classmen. Subscription to the University Meal Plan is optional.

(2) Hillside Apartment Complex (Lower Campus)

This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes 2 or 3 bedrooms, two baths, a livingroom, dining area and fully-equipped kitchen. This area houses males and females, 4 or 6 per apartment, but is generally restricted to sophomores, juniors and seniors. A two-bedroom unit costs \$512.50 per semester for each student while a three-bedroom unit costs \$487.50 per semester for each student. Subscription to the University Meal Plan is optional for students in this complex.

(3) Modular Apartment Complex (Lower Campus)

The Modular Complex, or Village consists of 86 duplex garden apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two baths, livingroom, fully-

equipped kitchen and wall-to-wall carpeting throughout. This area houses both male and female students, six per apartment, but is generally restricted to sophomores, juniors and seniors. The cost for each student is \$475 per semester. Subscription to the University Meal Plan is optional for students in this area.

(4) Upper Campus Resident Halls

These are standard dormitory structures with double student rooms along a corridor. Each room is furnished with bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These 12 buildings house approximately 150 students each. The cost for each student is \$387.50 per semester. All Upper Campus Residents are required to subscribe to the University Meal Plan.

(5) Newton Campus Resident Halls

The 6 dormitory buildings on the Newton Campus are similar to the "Upper Campus Dormitories" and are furnished in the same manner. Daily bus service is provided to the main campus in Chestnut Hill, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment as well as many special academic and social programs which makes it attractive to many students. Cost for each student is \$387.50 per semester. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located adjacent to the dormitory complex.

(6) South Street Resident Halls

This is a grouping of remodeled and renovated apartment buildings, offering single, double and triple rooms, grouped in clusters of three or four. Each building houses from 25 to 55 students. Furnishings include the same basic items as the Upper Campus. All buildings in this area are carpeted throughout. The cost for each student is \$387.50 per semester. Since these facilities are located one mile from the main campus, daily bus service is provided. The University Meal Plan is mandatory for all South Street residents. A cafeteria is provided within this complex.

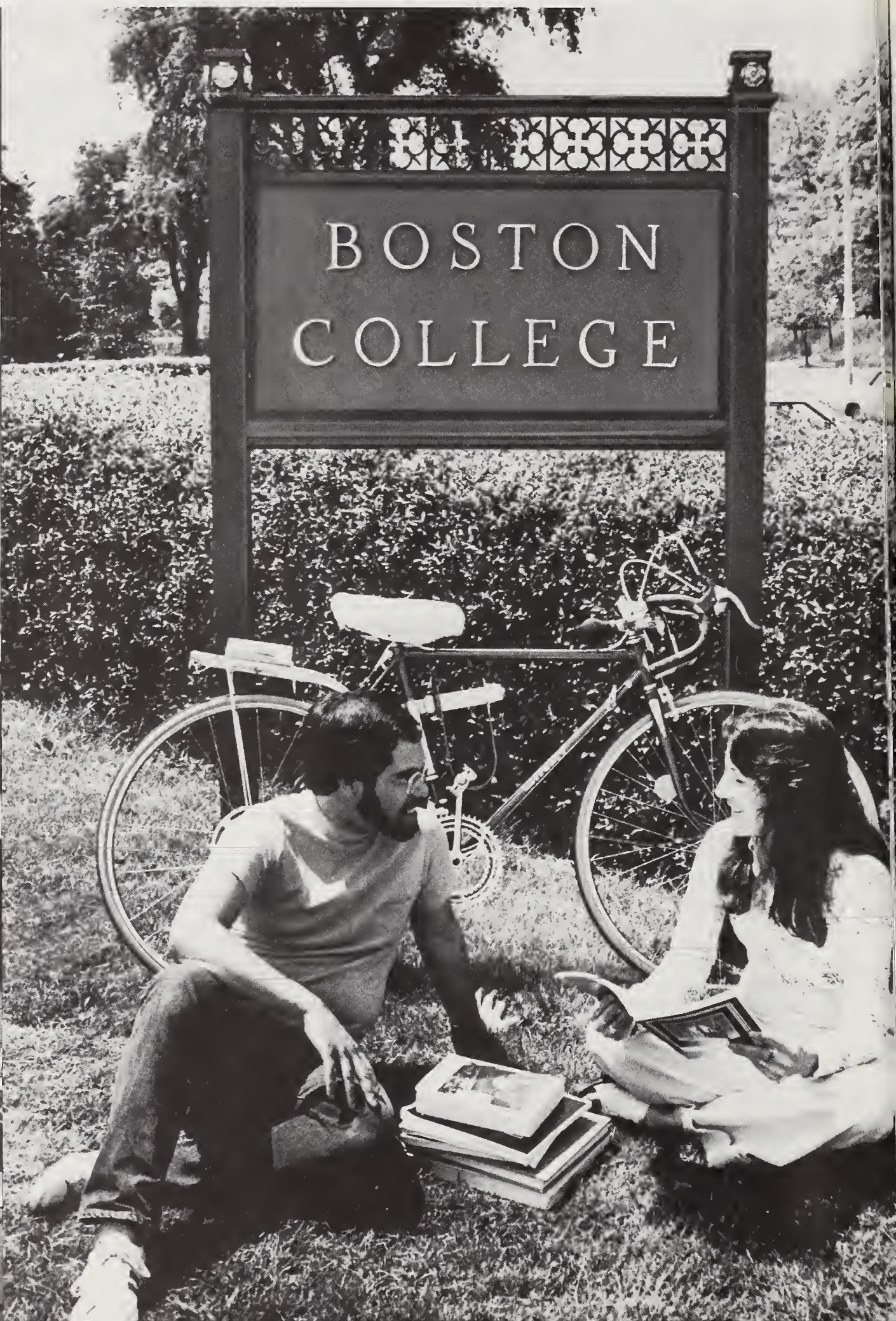
(7) Cleveland Circle Apartments

Boston College supervises a number of apartments located in the Cleveland Circle area (about one mile from the Heights). Cost for each student is \$387.50 per semester. Each apartment consists of a full kitchen, one to three furnished bedrooms and a bath. Regular free bus service is provided by the University and subscription to the Meal Plan is optional.

Dining Facilities

The University operates three resident dining halls for residents subscribing to the University Meal Plan. One is located in McElroy Commons on Central Campus, another is located in Kirkwood Hall at 19 South Street, and a third is in Stuart Hall on the Newton Campus. All students enrolled in the Meal Plan may eat in any of the three dining facilities. The University Meal Plan is mandatory for all residents of the Upper Campus, South Street and the Newton Campus, since adequate cooking facilities are not provided in these residence facilities. The meal plan is optional for all other residents. The cost for the University Meal Plan is \$375 per semester plus an 8% Massachusetts meal tax. The University also operates a la carte cash cafeterias on the main campus for those apartment residents not subscribing to the University Meal Plan.

Undergraduate Education



Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for mankind, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

Admissions Information

Boston College is an academic community whose doors are open to men and women of all races, colors, and national origins.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Other Standard Courses	

In addition, majors in science, mathematics, pre-medicine, and pre-dentistry must have:

Science (Biology, Chemistry, Physics)	2
Trigonometry	½

Applicants to the School of Nursing must complete two years of science (Biology, Chemistry, Physics).

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT)

Achievement Tests in:

1. English
2. Mathematics Level I or II
3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. Junior year Achievement Tests (March, May or July), particularly in subjects terminating in the eleventh grade, may be used with or substituted for senior tests in meeting the requirement of three Achievement Tests.

The Committee on Admissions will select the best combination of test scores when evaluating an application.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit the following credentials:

1. A letter from the candidate stating his reason for transfer to Boston College.

2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.

3. A course catalogue from the applicant's college or university.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Although most admissions-in-transfer are granted only for the fall term beginning in September, a limited number of spring semester transfers are admitted in January. Transfer students must complete at least two years at Boston College to qualify for a Boston College degree.

Supporting credentials for applicants-in-transfer must be received no later than December 1 for admission in January and no later than June 1 for admission in September. Applications will be accepted after this date, depending upon the availability of space. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

The Office of Undergraduate Admissions at Boston College admits only those persons who wish to be enrolled as full-time day students. Those students who wish to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, Massachusetts 02167. For those interested in Programs for Women contact: Director of Programs for Women, 885 Centre Street, Newton, Massachusetts 02159.

Black Talent Program

The Black Talent Program is a unique program designed to meet the needs of black students pursuing an undergraduate degree at Boston College. In addition to providing academic counseling and tutoring, the Black Talent Program recruits and admits the black student who otherwise might not have the opportunity to attend an institution of higher education. (This is done by de-emphasizing traditional admissions requirements, such as standardized tests.) For more information contact: Black Talent Program, Boston College, Lyons Hall, Room 117, Chestnut Hill, Massachusetts 02167. Telephone (617) 969-0100, ext. 316/866.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement with credit should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of "C" or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.

Advanced placement provides academic credit toward the fulfillment of core requirements and of prerequisites for higher-level courses. It may not be used, however, to reduce course load or to accelerate a student's program ex-

cept when the student has been granted sophomore standing. Receipt of 18 or more credits in advanced placement could qualify a student for sophomore standing, whether through superior performance on a minimum of three Advanced Placement Tests, acceptance of at least six three-credit courses, or any equivalent combination of these two methods of receiving advanced placement.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are requested to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

Academic Regulations

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5) of at least 38 one-semester courses, or their equivalent, distributed over eight semesters of full-time academic work. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education CORE requirement to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following. For specific CORE requirements of the various schools and departments, students should consult the appropriate sections of this Bulletin:

- 2 in History
- 2 in either Natural Science or Mathematics
- 2 in Philosophy
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Theology
- 2 in any one of the following cluster areas:
 - a) English
 - b) Foreign Languages or Culture
 - c) Fine Arts, Music, Speech Communication and Theatre

Grading Scale

The grading system consists of twelve categories, as follows: A, A–, B+, B, B–, C+, C, C–, D+, D, D–, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not

extend beyond the end of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B –	2.67	D+	1.33
A –	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D –	.67
B	3.00	C –	1.67	F	.00

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

The Dean's List

The Dean's List, established at the end of each semester, ranks students according to their averages for the semester in three groups: First Honors (3.667 or above), Second Honors (3.333–3.666) and Third Honors (2.900–3.332).

Degree with Honors

The degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors are awarded in three grades: *summa cum laude*, with Highest Honors; *magna cum laude*, with High Honors; and *cum laude*, with Honors. Honors are awarded from the cumulative average attained by full-time attendance.

Absence From A Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If in particular courses announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his family should call the Office of the Associate Dean of his college as soon as the prospect of extended absence becomes clear.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until early April to initiate this process; other classes usually make inquiries in early November or in early April. The college administration involved in these procedures are:

College of Arts and Sciences	Dean Harrison	Gasson 105
	Dean McMahon	Gasson 105
School of Education	Dean Martin	Campion 104B
School of Management	Dean Cronin	Fulton 304
School of Nursing	Dean Dineen	Cushing 203

Withdrawal From Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form available in the University Registrar's Office and consult the proper college administrator as indicated on the form. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Change of Status Form available in the University Registrar's Office and consult the proper college administrator as indicated on the form.

To assure reenrollment for a particular semester following a leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

Special Study Programs (non-degree)

Courses taken under the following Programs provide academic credit toward the fulfillment of degree requirements. The Programs themselves are not major fields.

Black Studies

The Black Studies Program at Boston College has developed along interdisciplinary lines, allowing students to examine a variety of approaches to solving problems faced by the Black community. Courses related to the Black experience are in varied departments of the university. The Black Studies Committee is in the process of expanding the Program so that courses will be included in all areas relevant to the Black experience.

Boston College also has a cross-registration program with Boston University, Massachusetts Institute of Technology, Simmons College, and University of Massachusetts (Boston). Under this program students are allowed to take Black Studies courses which are not offered at Boston College.

Cross-Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at Boston University, Brandeis University, Hebrew College, Pine Manor Junior College, Regis College, Tufts University or in the Afro-American Studies Program at Boston University, Massachusetts Institute of Technology, Simmons College, University of Massachusetts (Boston), if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form to participate in it are available in the University Registrar's Office, Lyons 101.

Junior Year Abroad

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he has the necessary language preparation, the student is free to choose the country and university where he wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he take advantage of this opportunity. If there is no such program, then the student enters directly into the university

setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (2.9) grade in his major field, approximately the same grade in general average, and the approval of the Dean of his college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairman of the department of his major field for a program of studies to meet the requirements of his field of concentration and the collegiate degree. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

Environmental Center

The Boston College Environmental Center is a University resource designed to coordinate and direct interdisciplinary projects and programs dealing with environmental problems. Through its membership in The New England Consortium on Environmental Protection it provides access to the faculties and resources concerned with the environment in fourteen area institutions.

Undergraduate majors in a particular discipline may develop a related concentration in environmental studies. This is arranged, through consultation with the Center, by the organization of a program of courses in environmental studies, designed for the individual student, and derived from the various regular and special offerings of the University departments. Successful completion of the Environmental Concentration is entered on the student's transcript.

Film Study Program

The Film Study Program provides a number of credit courses in the philosophy, history, understanding and production of motion pictures and the related media of television and sound. This program is conducted in conjunction and in cooperation with the School of Education and the English, Fine Arts, Philosophy, Psychology, Theology and Speech Communication and Theatre departments, thus enabling the student to both study film for itself and in relation to other academic subjects with the University as his studio.

Music Program

This interdisciplinary program is designed to provide the student with an intellectual understanding of Western music as a science and art. An independent major in Music may be arranged. History of Music as well as theory courses are electives of one semester each. The history courses include comprehensive analysis of music from the ninth century to the present, outlining major musical forms from simple ABA and Rondo to Sonata-Allegro and Symphonic Poem, from folk song to opera, from organum to fugue. There is also a course in Basic Piano for students who cannot read keyboard music in order that they may elect Theory I, the study of chords. All courses are designed for the non-musician. Courses specializing on the various periods of history, however, such as the Baroque, Classical, Romantic and Contemporary are identical with courses which elsewhere comprise requirements for the music major within a liberal arts curriculum. Piano performance

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PROGRAMS FOR WOMEN

for those who wish to continue work on this foundation instrument is also offered.

Music courses are available to all undergraduates. Attendance at concerts on campus, as well as by the Boston Symphony Orchestra, the Boston and Metropolitan Opera companies, visiting artists and orchestras are considered as part of the students' musical study. For pre-medical, pre-law and business majors, the study of music provides a life long enrichment. For majors in the Humanities, the music courses offer the study of poetry in tonal art.

Program for the Study of Peace and War

The Program for the Study of Peace and War provides an inter-disciplinary approach to one of the most vexatious issues of our culture. Academic courses, encouraging the student to explore the issue of peace and war from myriad points of view, are offered by the Departments of Chemistry, English, Germanic Studies, History, Philosophy, Physics, Political Science, Sociology, Speech Communication and Theatre, and Theology. In addition, the Program offers a variety of symposia, films, lectures, and discussions throughout the school year.

The Pulse Program

The PULSE Program began as a response to student demands for greater relevancy in their education by attempting to correlate courses and social action projects. After several years of development, the program has refined those initial vague directions into a program with definite orientation.

Through theoretical considerations in courses and through social action projects, the PULSE Program aims to develop in students:

1. an increasingly critical understanding of social problems, and
2. increasingly sophisticated skills in social service and social change.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience — whether in working with children, visiting the elderly, lobbying at the State House or working with juvenile delinquents — becomes the context in which questions of personal authenticity, communal bias and the forces promoting or inhibiting social change are probed.

Opportunities for field experience are available in a variety of different neighborhoods and institutions. Included in the range of placements are crisis-counseling services, community action groups, state government, schools, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent projects.)

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meetings on campus. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and criticism.

Besides course work and supervision, PULSE sponsors workshops designed to further enhance a student's experience. Some recent workshop topics have been lobbying, racism and working with children.

Students may enter the PULSE program as freshmen and continue through their senior year. They may participate in the same project over several semesters or move on to projects treating different problems. Although the classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

Urban Affairs Program

The Urban Affairs Program is designed to introduce the student to the analysis of the complex problems of the American city, including those of race relations, administration, poverty, welfare programs, housing, and finance. The program aims to bring together insights from each of the social sciences in an effort to arrive at a greater understanding of the problems in our cities. Students majoring in any of the five social science departments — Economics, History, Political Science, Psychology, and Sociology — may apply to the chairman of his major department for admission to the program.

Programs For Women

Boston College encourages women beyond traditional college age to avail themselves of the many educational resources of this institution. Several educational options, suitable to individual needs and interests, are offered. Programs for Women is both a counselling and directive center for adult women seeking part-time study in either degree or non-degree categories. It also offers women the opportunity to participate in career-oriented, study/internship programs and seminars on topics of current interest. For further information contact: Director of Programs for Women, Newton Campus of Boston College, 885 Centre Street, Newton, Massachusetts 02159.

College of Arts & Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field.

The ideal of a liberal education in the arts and sciences at Boston College is to provide the student with the cultural background and the intellectual discipline that are essential to the liberal growth and mature development of his mind and career. Accordingly, a liberal education at Boston College includes courses in the core curriculum, electives in minor fields and at least eight (8) one-semester required and elective courses offered or accepted by the department in which the student is majoring.

The fields among which a student has to choose a major are: Art History, Biology, Chemistry, Classical Studies, Economics, English, Geology and Geophysics, Germanic Studies, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Speech Communication and Theatre, Studio Art and Theology. An Independent Major, involving courses from several departments, is available under certain conditions. A student may choose two, and in some rare instances, three majors, but in each he must fulfill the minimum requirements set by the department and by the College of Arts and Sciences.

Early in his career at Boston College, each student makes his selection of one of these fields of concentration. Starting structured major fields (e.g. mathematics, sciences, languages, especially those not previously studied) and starting the Pre-Medical/Pre-Dental Program in freshman year rather than later are virtually necessary. The student is guided in his choice by a faculty advisor, the appropriate administrative officials, and the Chairman of the Department in which he is interested. The various majors or fields of concentration, whose courses make up the larger part of the student's upper divisional work, are so internally arranged as to provide the student with adequate preparation for graduate work in his major field.

Academic Regulations

Under a curriculum adopted in the fall of 1971, all students entering the College of Arts and Sciences at Boston College follow a program of study providing flexibility in course elections and major interest as well as exposure to the major areas of the liberal arts.

Requirements for the Degree

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the core curriculum, are required of all students. Students are advised to choose courses for the fulfillment of the core curriculum with an eye to their integration with electives in major and other fields over all or most of the four collegiate years.

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology or Sociology)
- 2 courses in any one of the following cluster areas:
 - a Foreign Languages or Culture*
(see end of this section)
 - b Fine Arts, Music or Speech Communication
 - c Natural Science or Mathematics

Identification of the courses which will satisfy the core in each department can be determined by contacting the department and by reference to each semester's *Schedule of Courses*.

1.3 The remaining 24 one-semester courses are electives. A minimum of 8 courses is required for a major. No department requires more than 12 courses. A student, with proper regard for a balanced program, may take more than 12 courses in the major field.

*Note: The College of Arts and Sciences permits the optional fulfillment of foreign language study requirements through the study of foreign literatures and cultures, either in the original language or in translation. Although the Council on Literature and Language recommends the study of literature in the original language, it has compiled a list of courses on literature in translation. Further information may be obtained by consulting the catalog listings of the respective departments: Classical Studies (CL), Germanic Studies (GM), Romance Languages and Literatures (RL), and Slavic and Eastern Languages (SL).

Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five courses each semester; for seniors, four courses. A freshman, sophomore, or junior who wishes to take only four courses may do so but must consult with one of the Deans. Likewise, no student may take a sixth course without the approval of the Dean's Office. Such overload courses may be taken by students whose average is B (at least 3.0). A student whose average is between 2.0 and 3.0 must obtain special approval for a sixth course from the Dean's Office, and, as with all courses, from the department involved. Average here is taken to mean the student's most recent semester average or his cumulative average, whichever is higher. Any overload course must be taken initially as an audit and at the student's request it may be transferred to credit at the specified time.

Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.2 In the normal 38 course program done at Boston College, A&S students must earn credit in at least 32 courses offered by Arts and Sciences Departments. The rest may be taken in professional courses offered by the other undergraduate schools.

2.3 For students who have transferred from a college or university other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Arts and Sciences departments will count toward the required 32 A&S courses.

2.4 All students transferring from other undergraduate schools at Boston College will be required to spend at least three semesters of full-time residency in the College of Arts and Sciences. Previous enrollment in Arts and Sciences courses does not count toward this requirement.

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ARTS AND SCIENCES

2.5 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.6 Tuition shall apply per semester as published even if a student carries the minimum full-time load or less.

2.7 After admission to Boston College, the only courses taken at other institutions that will be credited to the Boston College degree will be those approved in a cross-registration program or under the auspices of the Junior Year Abroad Program, or those authorized to make up deficiencies (failures, withdrawals or underloads). All courses taken in summer sessions or on a part-time basis must receive prior approval of the Dean's office.

Pass/Fail Electives

3.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. Courses taken under the pass/fail option do not fulfill the requirements of either the core curriculum or major field. A student must indicate his/her desire to take a course on a pass/fail basis at registration time in the Office of the Associate Deans.

3.2 No more than six (6) courses for which the final grade is "pass" will be counted toward a degree.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

4.2 A student, anytime before senior year, may be relieved of a core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairman of a department that administers courses satisfying the core requirement, that he has mastered the content of such a course.

4.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Dean's Office.

Requirement for Good Standing

5.1 In order to remain in good standing, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

5.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning or on probation, or being required to withdraw from the College, as an Administrative Board shall determine. Unless the student returns to good standing by the approved methods (see 6.1) or should the student incur additional failures or withdrawals, or carry an underload, while on probation, the student will be required to withdraw from the College at the time of the next annual review.

5.3 A student who has not passed seven courses by the end of the first year, seventeen courses after two years or twenty-seven after three years will be required to withdraw. If a student passes only one course in a semester, the Administrative Board may require immediate withdrawal.

Course Make-Up

6.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least D-) or at another accredited college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Associate Deans prior to registration in them.

6.2 A student who has been or will be required to withdraw may seek approval of an Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

Class Attendance

7.1 In order that they may derive the fullest benefit from the college experience, students are expected to attend class regularly. However, no administrative penalty is attached to nonattendance. A student who is absent from class is responsible for obtaining from the professor or other students knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

7.2 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what he has missed. The professor involved is free to decide whether a make-up will be allowed.

7.3 In cases of prolonged absence, due to sickness or injury, the student or a member of his family should communicate with the Dean of Students and the Associate Dean of the College as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the College as soon as the student's health and other circumstances permit.

Leave of Absence

8.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101) and should be processed by the student through the Office of the Associate Dean (Gasson 105). After consultation with one of the Deans, the leave will be granted. A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

9.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication by the Dean's Office or by an Administrative Board as the student shall request.

Administrative Board

10.1 An Administrative Board shall act, when called upon, in matters relating to "Good Standing" and "Academic Integrity."

10.2 An Administrative Board shall be composed of three people from the College, i.e., the Dean or Associate Dean, a faculty member (full-time teaching), and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges-without-cause against the student and/or faculty appointees to the Board.

Procedure of Representation and/or Appeal

11.1 Students with questions of interpretation or petitions of exception to these regulations may submit them to an appeals board appointed by the Educational Policy Committee.

11.2 While presuming that most problems will be resolved by a student in direct contact with his professor, unresolved questions about grades or the practices of an individual professor should be referred to the chairman of the department concerned.

Transfers into Arts and Sciences

12.1 The College of Arts and Sciences expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least three semesters of full-time study in Arts and Sciences after the transfer.

Academic and Career Planning

Simply stated, planning a course of study is difficult but necessary. In a college as diverse as the Arts and Sciences, the choices of courses and areas of concentration are too numerous for simple or haphazard arrangement of program. Students are therefore urged to consult regularly (a minimum of once a term) with a faculty advisor within their major department. Students should also broadly consult with other faculty, students, the Deans' Offices, the Offices of Counseling and of Career Planning and potential employers and professionals outside the University to ensure that all academic options have been considered and that plans are properly laid for the meeting of post-graduate objectives.

Special Academic Programs

The Honors Program

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College. In keeping with this tradition the Honors Program offers a flexible educational experience which provides new and innovative courses to satisfy the educational needs and interests of students with unusual talent and a record of superior achievement.

Students who seem to be sufficiently prepared and motivated to attempt a demanding program of study are interviewed and may be invited to participate in the Honors Program.

Students admitted to the Honors Program have added opportunity to devote their collegiate years to an education dedicated to excellence and enrichment through specialized curricula, modes of teaching and educational methods.

Some examples:

Modern Man: The Cultural Tradition This two-year course for Freshmen and Sophomores is designed as a substitute for normally required core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Man in their cultural context.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

Medieval Undergraduate Program

This interdisciplinary program is designed to give undergraduates a comprehensive view of the medieval period, including such subjects as history, geography, linguistics, literature, art, philosophy, theology, and science. A course central to the program is UN 400, Introduction to Medieval Studies. The Medieval Guild Council: Christoph Eykman (Germanic Studies), Joseph Longo (English), in consultation with other faculty members will work closely with the students so as to fulfill their specific professional needs. Information about this program is available from Prof. Longo in Carney Hall.

Scholar of the College

Candidacy in the Scholar of the College Program is extended to seniors with a 3.3 average who, after filing applications and demonstrating exceptional achievement, maturity, scholarly interest or creative skill, have been nominated by the Chairman of their major department and been selected by the Dean of the College of Arts and Sciences. The Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper-division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of one or two faculty members. Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May. Application for candidacy and an outline of the proposed project must be submitted to the chairman by March 15th of the student's junior year.

Bachelor's-Master's Program

This is a four-year program, in conjunction with the Graduate School of Arts and Sciences, for highly recommended students with at least a 3.3 average who have demonstrated, to a conspicuous degree, their maturity, exceptional ability to work independently and genuine knowledge of their chosen field. Under this Program a student will, upon satisfying the requirements of both undergraduate and graduate schools, receive Bachelor's and Master's degrees.

Inquiry about this Program should be made at the Dean's Office early in the sophomore year.

Pre-Medical/Pre-Dental Program

This Program, which is not an academic major, is headed by the Pre-medical/Pre-dental Advisor. Over the years the Program has guided the undergraduate preparation of thousands of students and has assisted them in securing admission to scores of medical and dental schools, including the most prestigious.

Medical and dental schools state clearly their preference for the applicant who, in college, has majored and excelled in a field of interest while demonstrating ability and achievement in at least four full-year science courses. Thus, the student planning to study Medicine or Dentistry may choose for his major field in college any one of the humani-

ties or natural sciences or social sciences. Whatever his major, he is expected to acquire a liberal education and is required to have among his collegiate courses one year of each of the following with laboratory: General Chemistry, Organic Chemistry, Biology and Physics. In addition, some Medical and Dental Schools suggest or recommend one or several Science electives; a large and growing number require a year of Calculus. Medical and Dental Schools expect good performance in all academic areas. Applicants with slightly lower grades in unusually challenging programs or in advanced courses are at least as acceptable as those with good or excellent grades in less demanding curricula or courses.

Since normally application for Medical and Dental Schools is made at the beginning of senior year and since, therefore, evaluation and decision about admission are based on the student's record for three years, completion of the required sciences and mathematics by the end of junior year is strongly recommended.

Because a large number of students are interested in careers in medicine and dentistry, competition for admission to medical and dental schools has become very intense. The mean Grade Point Average for the 15,000 students admitted to medical school in Sept. 1975 is 3.47 (out of 4.0). For this reason, students in the Pre-medical/Pre-dental Program are urged to examine critically and realistically their own performance by the middle of the Sophomore year. Students who have any doubts about their academic record should consult the Pre-medical/Pre-dental Advisor as early as possible. Students are also urged to consider alternate careers while fulfilling the requirements for admission to medical or dental school. By a careful choice of major and minor a student may prepare for careers in science, education, and management, as well as health services. Careers will be open in government, industry, teaching and social services for students who have a basic knowledge of mathematics, biology, chemistry and physics along with a knowledge of economics, management, sociology and psychology.

FIELDS OF CONCENTRATION

Major in Art History and Studio Art

The Department of Fine Arts offers two majors: in Art History and in Studio Art. Students in both majors will be required to take courses in the other area of the Department. Thus, Art History majors will take at least one course in Studio art which will furnish a direct understanding of the complexities of visual and creative problems, and Studio Art Majors will take a year-long Survey course in Art History to provide him/her with the necessary historical background.

Art History

Although not primarily a training for any specific field, the major in Art History may lead to professional careers in the art world (research and teaching, conservation, curators and museum personnel, art dealers and critics).

Besides taking courses covering the development of painting, sculpture, architecture and other art forms in the Western world from ancient to modern times, students will be encouraged to take as many courses as possible in History, Modern Languages, and other fields related to their area of specialization.

For the Art History major, thirty credits must be earned:

1. By the end of the sophomore year, the following three courses are required for a total of nine credits: History of Ancient, Medieval and Renaissance Art; History of Art from the Renaissance to Modern times; Workshop in Visual Design.
2. Five three-credit upper level courses in art history. At least one course must be chosen from each of the following periods:
 - a. Ancient and Medieval Art
 - b. Renaissance through the 18th century
 - c. 19th and 20th century Art
3. Two 3 credit courses to be selected from art history or from related fields subject to departmental approval.
4. In the Senior year the student must complete a Senior thesis written
 - either independently with the supervision of a faculty advisor in an upper division course (the completion of an acceptable paper is a prerequisite for credit in the course)
 - or for credit in the Seminar offered by the department devoted to the methodology of art historical research.

All Seniors must also pass a comprehensive slide examination during the second semester of their senior year.

Studio Art

The major is designed both for the student artist and the student interested in art. While not a professional art school program the major will enable the student to become competent in the field and capable of pursuing further work professionally.

The major is of limited enrollment, with a ceiling kept at 22 majors each year.

Studio Art Majors will be required to take 11 courses for a total of 33 credits, to be distributed in the following way:

- a. FA 101 Foundations of Studio Art (3 credits)
- FA 102 Foundations of Studio Art (3 credits)
- b. FA 160 History of Ancient, Medieval & Renaissance Art (3 credits)
- FA 161 History of Art Since the Renaissance (3 credits)

Once the above prerequisites are fulfilled, students will have to take seven more upper division courses in Studio Art, including the satisfactory completion of a Senior project.

Major in Biology

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in biology and health related professions, as well as preparation for other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry, organic chemistry, and physics, each with the accompanying laboratory course, and one year of calculus. Within the department, the following courses are required: Introductory Biology and Laboratory (Bi 210-212, Bi 211-213), Genetics and Laboratory (Bi 300-301) and Bacteriology and Laboratory (Bi 310-311). Two additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. (Beginning with the graduating class of 1979, biology majors will be required to take three additional upper division

elective courses rather than two as listed above.) Students planning to pursue graduate studies are advised to take additional courses, with biochemistry, physical chemistry, and analytical chemistry being specially recommended.

Major in Chemistry

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry—the science of molecules, how molecules are structured and how molecules behave—within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology.

Requirements: for all chemistry majors, two semesters of general chemistry, plus a minimum of eight one-semester courses beyond the introductory course, including two semesters of organic chemistry, two semesters of physical chemistry, one semester of inorganic chemistry, one semester of analytical chemistry and two advanced chemistry electives. Physics and calculus are taken in the first year along with general chemistry. German should be taken also during the first three years. For the professional degree program—the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry, a semester of qualitative organic analysis, a third semester of physical chemistry plus one semester of physical chemistry laboratory, advanced work plus independent study and research in senior year, intermediate calculus and advanced mathematics preferably through differential equations and linear algebra, plus additional physics, geology and/or biology. The Chemistry Department is approved by the A.C.S. Committee on Professional Training.

Major in Classical Studies

Classical Studies offer an experience of liberal education through the study in the original and in translation of two great literatures which have contributed to the formation of Western culture. These include intensive readings in Homer, the historians, the tragedians, and the lyric poets, Plato, Aristotle and later philosophers. Also included are readings in the Roman interpretation of the Greek experience, and a view of the Christian patristic synthesis of Christianity and *paideia*.

Cooperation with other departments makes integrated programs possible. In the past, students with a major in Classics have gone on to do distinguished work in classical studies, law and related fields at universities across the country.

Major in Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131-132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and bank-

ing, fiscal policy, international trade, economic development, economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, and urban economics. A total of ten three-credit courses is required for the major.

Students with a B+ average in their economics courses graduate with honors in economics. Honor students may do independent research and write a senior thesis under the guidance of an individual professor. For high honors the thesis must receive a grade of A and must be approved by a second reader. Students with outstanding records are encouraged to elect one or more graduate courses in their junior or senior years.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as high school or college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

Students with strong analytical ability are urged to fulfill their micro and macro requirements by taking Ec 203 and Ec 204 rather than Ec 201 and Ec 202. Students with good mathematical backgrounds should take Ec 327 and Ec 328 Econometrics, rather than Ec 221, Statistics. Students planning to do graduate work in economics should be sure to take Ec 711-712, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

In recent years many students have found it desirable to have a double major program. Many have double majors in economics and another social science; many others have double majors in mathematics and economics. For a double major just twenty-four credits in economics are required, including two semesters of principles of economics, one of micro theory, and one of macro theory. Students in economics may also register for one of the special interdisciplinary programs.

Major in English

New requirements for the English major took effect in the Fall of 1974. The total number of credit hours is twenty-four hours beyond the six Core hours. There are two ways in which the Major can be satisfied. First, the credit hours may be distributed among various periods and genres (one course in Medieval language and literature, one course in pre-1900 literature, one course in criticism, one course in poetry, and one course in another genre). Second, a student, with the aid and approval of an advisor, may design a sequence of courses to be taken in connection with the student's own interests.

English 103-4, Introduction to English Studies, is considered to be a valuable introduction to the Major field. The Analogy Program, in which students and teachers plan together the courses to be offered, has proven highly successful during its two years of operation. In addition, the Department offers courses specifically designed for non-majors and for majors with particular vocational interests, such as law.

Since the tools employed in the study of literature have applicability beyond this specific use, the study of literature may easily be considered to be a part of what has traditionally been called a liberal education. Furthermore, since language is our most important mirror of the human mind, and since literature affords opportunities to study character and action in all their variety the English major provides an important training for any field in which understanding of human behavior is highly valued.

Major in Geology and Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with emphasis in Geology, Solid-Earth Geophysics, and Fluid-Earth Geophysics (Physical Oceanography and Meteorology), or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

- 1) a desire to work professionally in one of the earth sciences,
- 2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
- 3) a desire to teach earth science in secondary school, or
- 4) a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the history of the earth; for others, investigations are aimed at understanding modern processes and the modifications of materials they produce. In all of the earth sciences, the tools and principles of mathematics, physics, chemistry, and the bio-sciences together with those unique to the fields of geology and geophysics are focused in studies of the earth (many of which are indeed interdisciplinary). For those planning vocations in the earth sciences, therefore, supplemental work in a variety of sciences is encouraged. Students are also urged to work with faculty and other students on investigative projects.

Students majoring in Geology will take the following courses beyond Physical and Historical Geology: Mineralogy, Optical Mineralogy, Petrology and Petrography, Structural Geology, an approved field experience (e.g. summer held camp, Ge 225, etc.) two-four semesters of Calculus, two-three semesters of Physics and two-three semesters of Chemistry. Elective courses both within and outside the department will be determined by the student and his advisor.

Students majoring in Geophysics will generally take as a minimum beyond Physical and Historical Geology: Six to eight semesters of Mathematics, three semesters of Physics, two to three semesters of Chemistry, Mineralogy, Field Geology, and Introduction to Geophysics. The student will plan an elective program in consultation with his advisor leading to an understanding of either Solid-Earth Geophysics (Seismology, Gravity, Geomagnetism, and Heat flow) or Fluid Geophysics (Atmospheric and Oceanographic Fluids).

Geology and Geophysics majors are urged to fulfill at least one of the elective courses with a project-oriented research course. Students may propose substitutes for particular course requirements to the department undergraduate policy committee.

Major in Germanic Studies

The curriculum in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

A student majoring in Germanic Studies is required to earn a total of thirty-six credits within the following curriculum:

- 1) Composition and Conversation (6)
- 2) History of German Literature (6)
- 3) Two courses in German literature or culture (12)
- 4) Two electives to be chosen from the following:
 - a) A course of German literature in translation (6)
 - b) A course in German philosophy, German history, German art history, history of music, or another closely related field (6)
 - c) A second foreign language (6)

Prerequisite for majoring in German is the completion with an honor grade of a second-year college course in German or its equivalent.

Subject to departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

Major in History

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Near East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course HS 001-002 through HS 093-94), and a two-semester sequence in American Civilization (HS 181-182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to take 24 credits in upper division electives in history, including at least six credits in some field of history before 1500. Upper division courses are listed in two categories: intermediate (Hs 150 through Hs 299) and advanced (Hs 300 through 699).

In order to assure a well-balanced program, no more than twelve upper division credits may be earned in any single field. For this purpose the fields are identified as: Ancient, Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

In order to facilitate the introduction of research techniques the department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the departmental chairman. No more than six credits obtained in this fashion will count toward the history major degree.

Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with spe-

cial interests or needs which cannot be satisfied in a regular major, or double major, the College provides an extra-departmental major called an "Independent Major". This major requires a student to plan, with the aid of a faculty advisor, an inter-disciplinary program involving at least eight upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. Such proposed majors should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will arrange a review of each proposal before the Committee on Independent Majors, and this committee will rule on the application and will insure that the major will be comparable in depth and coherence to a typical departmental concentration.

Major in Linguistics

The Department of Slavic and Eastern Languages administers a program of concentration in General Linguistics. Combined study with classical or modern languages and literatures, or with social sciences, philosophy, theology, or even with natural sciences, constitutes the essential nature of this program.

The regular program leading to a Bachelor of Arts degree in Linguistics requires a minimum of thirty-six credits in advanced courses of study and research on matter of a linguistic or philological nature. Students majoring in Linguistics will be required to have proficiency in at least one classical and one modern language and to acquire a working knowledge of at least two additional language areas.

Departmental honors in Linguistics are awarded by citation for outstanding performance in a challenging and active research program.

Major in Mathematics

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and in addition to provide some introduction to peripheral areas. Course work is offered in preparation for careers in mathematics as well as for graduate study in mathematics, computer science, and industrial management.

The following mathematics courses (or their equivalent) are required: Mt 102-103, an introduction to calculus, in the freshman year; Mt 202-203, a continuation into multivariable calculus, and Mt 216-217, an introduction to linear algebra, in the sophomore year; Mt 302-303, special topics in mathematical analysis, in the junior year. Well prepared students can omit some of these courses and be placed directly into more advanced courses upon recommendation of the chairman.

In addition to the above courses, two electives at the course level of 400 or above complete the minimum requirements for a student graduating as a mathematics major. Generally, students will take many more than this minimum. The department also strongly recommends that its majors take courses in the Department of Physics or some other area outside the Department of Mathematics which use a substantial amount of mathematics.

The department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully Mt 212-213, Mt 312-313, Mt 316, Mt 318; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among Mt 440-441, Mt 812-813, Mt 814-815, or Mt 816-817; (c) maintain at least a B average in the 12 courses listed in (a); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one

of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. The departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.

Major in Philosophy

Philosophical study at Boston College provides the opportunity for free and open-ended inquiry into the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of upper-division elective courses that allows the student to construct a program centering on his own major interest. Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairman and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of this Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Major in Physics

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is primarily for students planning a professional career in physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. Necessary mathematical skills are provided to prepare the student for advanced study. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects. Minimum degree requirements for the B.S. are: ten approved courses in physics; Ph 203-204, Ph 405-406, and either Ph 505-506 or Ph 535; mathematics through the level of advanced calculus; and two courses in science outside of physics.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Substantive physics courses emphasizing physical understanding with a minimum reliance on mathematics are combined with a laboratory program designed to meet the individual interests of the students. An integral part of the A.B. program is an examination of the role of science in our contemporary technical society. Minimum degree requirements for the A.B. are: eight approved courses in physics; two credits of Introductory Laboratory; Ph 405-406; two courses in calculus; and two courses in science outside of physics.

Waivers of departmental requirements are made by recommendation of the departmental Committee on Undergraduate Affairs with approval of the Chairman.

Any physics major with a satisfactory scholastic average (3.3 or higher) who believes he has the potential for conducting independent research may apply for entry into the departmental honors program. Application must be made to the Committee on Undergraduate Affairs no earlier than the beginning of his junior year and no later than the first quarter of his senior year. Each applicant must solicit a

faculty advisor to supervise the proposed research project. Honors will be granted upon:

a) Satisfactory completion of a thesis based on the research project.

b) Exhibition, through an oral examination, of a broad comprehension of physics in general and of an understanding of the special field with which the thesis is involved. The examining committee shall consist of a two member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Major in Political Science

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: All students in the department are required to take Fundamental Concepts of Political Science as the first course. A minimum of 18 credits should be taken in Political Science electives distributed among each of the following areas: American Government, Comparative Government, Political Theory and International Politics. Students who select Urban Affairs as the area of concentration may reduce their elective credit in political science from 18 to 15.

Major in Psychology

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology in their first year. These courses – Introduction to Psychology as a Natural Science (Ps 073) and Introduction to Psychology as a Social Science (Ps 074) – may be taken in either order.

2. Statistics (Ps 190) in their second or third year.

3. One of the various research practica in either their third or fourth year.

4. At least one elective from the following: Learning Theories (Ps 144), Sensation and Perception (Ps 143), Motivation and Emotion (Ps 154), Physiological Psychology (Ps 150), Cognitive Psychology (Ps 147) or Evolution of Behavior (Ps 270).

5. At least one elective from the following group: Personality Theories (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).

6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are not to be included among the eight counted toward a major.

7. In addition, Psychology majors must take two departmentally approved courses in Mathematics and two laboratory courses in either Biology, Chemistry, or Physics. (Ph 145-146, Physics and Perception, is designed specifically for Psychology majors.)

Students interested in graduate training and a professional career in Psychology are strongly urged to take History and Systems (Ps 215), preferably in their senior year, and to concentrate their choice of electives in the two groups of basic courses listed under (4) and (5) above.

Courses with numbers below 070 are primarily for nonmajors to meet core requirements. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

Non majors wishing to take upper level Psychology courses may do so by completing the appropriate general survey course – General Survey of Psychology as a Natural Science (Ps 063) or General Survey of Psychology as a Social Science (Ps 064). Check catalog descriptions of specific courses for prerequisites.

The Psychology Department offers two undergraduate concentrations to its majors: (1) Psychology-Speech Pathology and (2) Psychobiology. Persons intending to seek admission in either of these concentrations should make application to the Chairman of the Psychology Department preferably during their freshman year.

Major in Romance Languages and Literatures

The Department of Romance Languages and Literatures offers courses in French, Italian, Portuguese, Rumanian, and Spanish. Students majoring in this discipline may concentrate in French, Italian, Spanish and Portuguese – the latter by arrangement with the Chairman. They may also take Arabic, Chinese, or Rumanian as second languages. Thirty-six credits must be earned by majors within the following curriculum of courses:

- 1) Advanced Composition (6)
- 2) Survey of Literature (6)
- 3) A minimum of two period or genre courses in literature (12)
- 4) Two electives to be chosen from the following:
 - a) A second foreign language (6)
 - b) Comparative or Interdepartmental course (6)
 - c) A third period of the major literature (6)
 - d) Cultural backgrounds of literature (6)
 - e) Phonetics (3)
 - f) Advanced Conversation (3)
 - g) Linguistics (3)

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Chairman of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

The Honors Program in Romance Languages and Literatures is offered to students majoring in French, Italian or Spanish. Students must maintain a cumulative average of B, and an average of B plus in their major field to qualify for Departmental Honors and must secure permission of the Chairman to enter the program.

Program for Majors in the School of Education

Plan A

1st year	Survey	6
*2nd year	Advanced Conversation	6
	Century Course	6
3rd year	Advanced Composition	6
	Cultural Background	6
4th	Century Course	3
	Department Elective	3
		36 credits

* The courses suggested for Sophomore and Junior years may be taken in any order so long as all four courses are completed before Senior year.

Plan B

1st year	Composition, Conversation, and Reading Course (R1 101-106 inclusive)	6
2nd year	Survey	6
	Advanced Conversation	6
3rd year	Advanced Composition	6
	Cultural Background	6
4th year	Century Course	3
	Department Elective	3
		36 credits

Major in Russian

The Department of Slavic and Eastern Languages offers an undergraduate major in Russian. Intermediate Intensive Russian, or its equivalent, is obligatory for all majors. The major consists of thirty credits beyond the intermediate level, chosen equally from the upper-level literary and linguistics courses offered in the Department.

Departmental honors in Russian require at least two specific courses in Slavic linguistics, training in a second Slavic language, and an honors paper on some literary, linguistic, or philological topic.

Major in Slavic Studies

The major in Slavic Studies, administered by the Department of Slavic and Eastern Languages, offers a controlled interdisciplinary alternative to concentration on language and literature alone. Each program is individually composed from offerings in the entire range of Russian and East European area studies available at Boston College, and all programs require at least thirty-six credits in non-introductory courses from a minimum of three areas of study.

Departmental honors in Slavic Studies require a senior research project and broad language proficiencies.

Major in Sociology

The undergraduate program in sociology is designed primarily for students planning graduate work in sociology or in social work; at the same time, its particular orientation makes it very attractive to the undergraduate concerned with institutional life as found in law, business, education, religion and science. The course work focuses on the problems of people in society.

The social science core requirement may be filled by taking any courses numbered Sc 001-Sc 099; the theme of these courses is "Studies of American Society."

A course numbered Sc 100 or below is a pre-requisite for all higher numbered courses.

Students who elect to major in sociology must take eight courses in the department, including Sc 100 (or Sc 001), Sc 200, Sc 215, and Sc 210; these courses should be taken in the sequence indicated above. The remaining elective courses may be taken at any point in one's curriculum; of those electives, two should be courses numbered 300 or above.

Major in Speech Communication and Theatre

All undergraduates may elect course work in speech communication and theatre, and students in the College of Arts and Sciences or the School of Education may enter major programs in either disciplines. Studies in speech science are open to Elementary Education-Speech Science majors in the School of Education, and A & S students may also elect course work in the program. Study begins with SA 170, Anatomy & Physiology of the Vocal Mechanism, and continues through a planned sequence of courses culminating with clinical experiences.

Majors in communication are concerned initially with improving their own communication performance. Next they turn to the history of communication theory and do course work in classical, medieval and modern rhetorical theory. Thirdly, the major programs concentrate on the mass communication media, and students, guided by faculty advisor, select courses in one or several of the media (radio, television, cinema, the press). Students normally complete their major program in seminars which evaluate the media critically.

Communication majors are also encouraged to complete partial internships in the media, working at radio and television stations or for newspapers and film companies in Eastern Massachusetts. Such internships are granted academic credit.

The theatre program is planned to provide a broad education in the humanities. A study of theatrical history and dramatic literature concentrates on the contribution of theatre to the development of Western civilization. Courses in the technical and performance areas provide the student with an understanding of and creative involvement in the theatrical experience. Major requirements are: SA 141, SA 144, SA 145, SA 146, SA 242, SA 243. Other courses are to be selected after individual counselling. A non-credit laboratory requirement, which will be certified on the student's academic record, consists of participation in back stage crew work in at least one major production each year.

Major in Theology

Boston College offers to theology majors opportunities and programs unmatched among major universities. The department has over thirty full-time faculty members and draws upon the services of some twenty other adjunct members. Advanced majors can cross-register into some 700 courses taught by 150 faculty members in the other eight schools of the Boston Theological Institute: Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Harvard Divinity School, Gordon-Conwell Theological Seminary, Holy Cross Greek Orthodox Seminary, Saint John's Seminary, Weston School of Theology. In short, majors have ready access to the

resources of one of the world's great theological centers.

The discipline of theology is an intellectual reflection upon the experience of faith. Students major in it for a variety of reasons: as preparation for eventual academic or religious careers, as background for work or teaching in religious education, as an intellectually or personally integrating liberal arts experience, or simply, in conjunction with other academic or career objectives, as an aid to a more effective personal assimilation of the riches of the Western religious tradition.

For this reason, the department's student advisory system arranges, according to each student's needs and abilities, an individualized program within the following framework (includes university core requirements):

Introductory Courses (usually core or level one).....	12
Seminar for Majors (usually 2nd or 3rd year)	3
Level Three Electives (with at least 3 credits from each of the following three areas: Bible, Historical Theology, Systematic Theology)	<u>15</u>
	30 credits

Majors are encouraged to engage in cross-disciplinary works, especially with other humanities departments and the social sciences. Outstanding students are encouraged to write honors theses or become scholars of the college.

School of Education

The School of Education at Boston College offers a program of study which combines a liberal arts education with professional teacher preparation. The student may choose to concentrate in Early Childhood Education, Elementary Education, Special Education and Secondary Education.

All programs lead to the degree of Bachelor of Arts and fulfill the requirements for teacher certification. After graduation, assistance in finding employment is offered by the Teacher Placement Service, which provides personal career counseling and arranges interviews with school systems from across the nation. This catalog describes the programs presently offered in the School of Education. During the Academic year 1975-76, planning for curriculum revision in the Early Childhood, Elementary, and Special Education programs will take place. Revisions will be completed in the Spring of 1976 and will alter and modify the programs starting with the 1976-77 academic year. The curriculum revisions will prepare the teacher of the 1980's with background needed in regular classrooms where children with special needs will be intergrated. The program will produce the generic teacher and include multiple options for career choice.

Requirements for the Degree

The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5) of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), distributed over eight semesters of four academic years.

Within the 38, the following 12 courses, comprising the core curriculum, are required of all students. Students are encouraged to complete these courses in the freshman and sophomore years.

- 2 courses in History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in either Natural Sciences or Mathematics
- 2 courses in Social Sciences (Education)
- 2 courses in Humanities (including English, foreign languages, fine arts, music, speech communication and theatre.)

The remaining 26 one-semester courses include education major courses (which vary with the particular field of concentration), and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

Normal Program

The normal course load for freshmen and sophomores is five courses each semester. Juniors may carry four courses during one semester, and seniors may carry four courses during the second semester. A freshman or sophomore who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 2.9). A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or his cumulative average, whichever is higher. Any sixth

course must be designated as an audit or for credit when registering at the beginning of each semester.

No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

Tuition shall apply per semester as published, regardless of course load.

Pass/Fail Electives

In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in core or major courses. A student must indicate his/her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean, and no more than six (6) courses for which the final grade is "pass" will be counted toward a degree.

Academic Regulations

Requirement for Good Standing and Eligibility

In order to remain in good standing, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning or on probation, or being required to withdraw from the School, as an Administrative board shall determine. Unless the student returns to good standing by the approved methods (see COURSE MAKE-UP) or should the student incur additional failures or withdrawals, or carry an underload, while on probation, the student will be required to withdraw from the School at the time of the next annual review.

A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Administrative Board may require immediate withdrawal.

A student who is not in good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, or who has passed fewer than four courses in the preceding semester (fewer than three for seniors) is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

Course Make-Up

A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College or at another accredited college. Credit for courses not taken at Boston College will be applied to degree requirements only with the prior approval of the Associate Dean.

A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for re-admission. A student who does not get permission for summer courses or who fails to achieve creditable

grades in approved summer courses, will not be allowed to matriculate in the School of Education for at least a semester.

Class Attendance

In order that they may derive the fullest benefit from the college experience, students are expected to attend class regularly. However, no administrative penalty is attached to nonattendance. A student who is absent from class is responsible for obtaining from the professor or other students knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what he has missed. The professor involved is free to decide whether a make-up will be allowed.

In cases of prolonged absence, due to sickness or injury, the student or a member of his family should communicate with the Dean of Students and the Associate Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the School as soon as the student's health and other circumstances permit.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101) and should be processed by the student through the Office of the Associate Dean (Campion 104B). After consultation with the Associate Dean, the leave will be granted. A leave of absence will not normally be granted to students who expect to do full time academic work at other institutions, and will be extended for no more than one year, although petition for renewal is possible.

Special Academic Programs

Student Teaching

The Student Teaching experience is an essential part of the professional curriculum in the School of Education. A cumulative grade point average of C (2.0) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened as to their eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during this semester to qualify them for a degree from Boston College, but not for recommendation as future teachers. No student who is taking Student Teaching will be allowed to take more than fifteen semester hours. Attendance in the Field Experience Program during the sophomore, junior, and senior years is required.

The Honors Program

The Honors Program of the School of Education challenges academically superior students to develop to the full their intellectual abilities by providing them with special programs in both the liberal arts and professional disciplines.

The Honors Program student enjoys freedom of selection in planning his curriculum. He may take graduate level courses or extra electives, and may plan independent study.

In selecting incoming freshmen for the Honors Program, the Committee looks for high academic ability and unusual creativity. Willingness to participate in challenging academic work, seriousness of purpose, and a strong commitment to the teaching profession are basic for acceptance into the Program.

FIELDS OF CONCENTRATION

Program in Elementary Education

The program in elementary education prepares students for teaching in grades kindergarten through six.

In addition to fulfilling the requirements of an elementary major, the student may choose to major or minor in a liberal arts area.

Opportunities are also available for elementary education majors to take electives in speech pathology (speech science), which prepares them for graduate study at the master's level. Students interested in the Speech-Pathology concentration should indicate their major as Elementary-Speech. SA170 is to be taken the first semester of the Freshman year.

FRESHMAN	Effective Oral Communication
SOPHOMORE	History of Education Modes of Teaching Child Growth, and Learning
JUNIOR	Language Arts Teaching Reading Teaching Social Studies Teaching Mathematics Teaching Science Educational Measurements Philosophy of Education
SENIOR	Student Teaching Senior Research Project

Program in Special Education

The program in special education prepares teachers to work with mildly and moderately handicapped children in regular classrooms, in resource centers, and in substantially segregated educational settings. Students seeking certification as special education teachers must concomitantly qualify themselves for certification in either regular elementary or secondary education.

Those seeking admission to this program must elect the course, ED 200, Introduction to the Education of Children with Special Needs, during their sophomore year. Students in ED 200 are expected to perform an aide/assistant practicum in the Boston College Campus School for Exceptional Children. The evaluation of each student's performance in this practicum provides an early indicator, both to the student and the Division of Special Education, as to the student's potential for a career in special education. Majors in special education will student teach in both regular and special educational settings.

The Special Education program provides an excellent background for those who desire to enter graduate studies in this field. The Division of Special Education offers graduate programs in the areas of generic special education, education diagnosis and prescription, the visually handicapped (including Peripatology), and in the deaf-blind and other multihandicapping conditions.

FRESHMAN	Effective Oral Communication
SOPHOMORE	History of Education Introduction to the Education of Children with Special Needs Modes of Teaching Child Growth and Learning Habilitation of Children with Special Needs
JUNIORS	Language Arts Teaching Reading Teaching Social Studies Teaching Mathematics Teaching Science Educational Measurements Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs Philosophy of Education
SENIORS	Student Teaching Senior Research Project Educational Assessment for Children with Special Needs Auditory Learning Disabilities

Concentration in Early Childhood Education

The program in Early Childhood Education prepares the teacher for day care, nursery school, kindergarten and primary grade settings. Experiences with infant care, working with parents and with community agencies also are provided. The focus of the program is on the development of competency in the young child as well as the teacher.

Students concentrating in this program will take all the courses required of Elementary majors listed under that program and the following courses:

SOPHOMORE	Self Actualization and the Child
SENIOR	Issues in Early Childhood Education

Program in Secondary Education

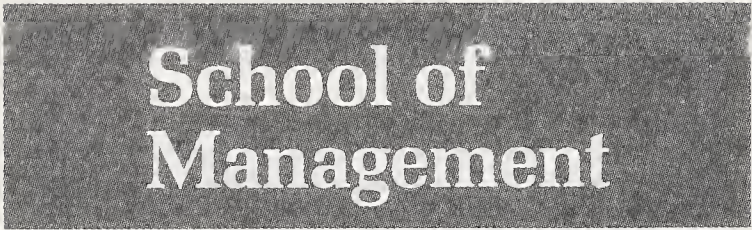
The program in secondary education prepares students for teaching at the junior and senior high school levels in the following disciplines: Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Germanic Studies, Russian, Speech Communication and Theatre. Courses in these disciplines are taken in the appropriate department of the College of Arts and Sciences. For a more complete description of these majors, please consult the section of this bulletin under the College of Arts and Sciences.

FRESHMAN	Effective Oral Communication
SOPHOMORE	History of Education Psychology of Learning Curriculum Development
JUNIOR	Adolescent Psychology Educational Measurement Special Methods
SENIORS	Student Teaching Senior Research Project Philosophy of Education

The Minor Curriculum in Health-Physical Education

Students majoring in Elementary and Secondary Education may elect courses leading to a minor in Health-Physical Education. Students who are considering a minor in Health-Physical Education, are advised to take the prerequisite of Biology 100, in their Freshman year.

- Applied Anatomy and Kinesiology
- Sex Education and Drug Abuse
- Adapted Motor Activities for the Child with Special Needs
- Modes and Models of Teaching Human Movement
- Personal Skills in Individual and Team Sports



In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building – Fulton Hall – which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives – to educate the managers and leaders of organizations, whether business, government, hospital or education oriented.

Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
2. Professional Core: To develop in the students a sound background knowledge of the concepts, pro-

- cesses, institutions, relationships, and methods of modern management.
3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
 4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester courses distributed over eight semesters of four academic years with a cumulative average of at least a C– (1.5). Within these thirty-eight courses is the core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four courses include sixteen management courses, two liberal arts electives and six free electives.

Lower Division–Freshmen and Sophomore Curriculum

University Core		Business Core		Free Electives	
English	2	*Accounting	2		
Mathematics	2	*Economics	2		
Theology	2	*Statistics	1		
Philosophy	2	*Legal Environment	1		
History	2				
Social Science	2				
Natural Science	2				
Arts & Sciences Courses	14	Management courses	6	Free electives	0

Upper Division–Junior and Senior Curriculum

University Core		Business Core		Free Electives	
Arts & Sciences electives	2	Introductory Business:	5	Free Electives	6
		*Computer Science			
		*Basic Finance			
		*Basic Marketing			
		*Organizational Behavior			
		*Management and Production			
		*Administrative Strategy and Policy	1		
		Concentration	4		
Liberal Arts requirement	2	Management requirement	10	Free electives	6

*Common Body of Knowledge

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- (a) a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- (b) a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- (c) a study of organization theory, interpersonal relationships, control and motivation systems, and communications;

- (d) a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise;
- (e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Academic Regulations

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Failure to maintain this requirement will result in the student being placed on warning or probation, or being required to withdraw from the College.

Course Deficiency

A student who fails or withdraws from a course(s) or who takes less than the normal course load must make up the course(s) by attending summer school at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Associate Dean has been previously obtained. Three deficiencies or more in one academic year will result in dismissal from the College.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the UNIVERSITY STUDENT GUIDE. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g. Md 099 – Administrative Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences become clear. The academic arrangements for the students' return to classes should be made with the Associate Dean of the school as soon as the student's health and other circumstances permit.

Eligibility of Student Activities

A student who is not in good standing either through a low cumulative average or by incurring failures and/or withdrawals, or who has passed fewer than four courses in the preceding semester is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four for five courses. A sixth course may be taken by students who have a cumulative average of B (2.9) and have the permission of the Associate Dean. Course credit will not be granted for students that do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume his studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar and should be processed in the Associate Dean's Office. After consultation with the Associate Dean the leave will be granted. A leave of absence will not be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Special Academic Programs

The Organizational Studies Curriculum is designed to give students in any major an increased awareness and understanding of individual, interpersonal, group and leadership styles and effectiveness. It also examines emerging concepts of organization design and development. The stress is on increasing the ability of the student to work more effectively and become more influential in organizations of any type, including industrial organizations, educational institutions, government, hospitals, financial institutions, etc. These institutions have found widespread need for the application of the behavioral sciences. A central thrust of the Program concerns the ways in which the student can become more effective and influential in the groups and organizations to which he currently belongs and with which he will become involved in his career as a manager.

Students taking courses in this area will become well grounded in understanding human behavior, communications, group behavior, effective managerial and leadership styles, systematic analysis of human behavior, entering organizations more effectively, and understanding more about organizational design, including ways in which organizations can become more adaptive and change oriented.

An area of concentration is not offered directly, since the curriculum cuts across all departments and areas of organizations. However, students can concentrate in this area through the General Business Concentration.

Courses offered:

- Mb 021 Introduction to Behavior in Organizations*
- Mb 106 Interpersonal Communications*
- Mb 107 Organizations in Society
- Mb 109 Human Groups*
- Mb 110 Career Planning and Development
- Mb 123 Methods of Inquiry into Human Behavior

*Approved for fulfilling University Social Core Requirements.

Management Honors Program

To be considered for admission to the Honors Program, a student must have a Dean's List average for his Freshman year, exhibit an ability to work well with others and desire to develop his abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. Courses associated with the program are described in this catalogue under the Management Honors (Mh) heading. A brochure giving more complete details regarding requirements and activities will be mailed on request. Contact Dr. James L. Bowditch, Director of the Honors Program, School of Management, Fulton Hall 201, Boston College, Chestnut Hill, Massachusetts 02167.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop his analytical powers and his capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Sean Lamass, Vance Packard, William Sullivan of the F.B.I., Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader and Jack Anderson.

FIELDS OF CONCENTRATION

Accounting

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of the theory and the techniques of Accounting. The comprehensive training offered in Accounting is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director.

Courses Required for a Concentration

Junior Year

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 355 Cost Accounting

Senior Year

- Ma 361 Advanced Accounting I

C.P.A. Requirements

For those students who intend to practice as Certified Public Accountants, a special program should be followed to meet the requirements of the particular state statute covering C.P.A. Some states require a total of 120 credit hours even though degree requirements may be less for particular educational institutions. The recommended program is as follows:

Junior Year

- Ma 261 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 355 Cost Accounting
- Mj 151 C.P.A. Law

Senior Year

- Ma 361 Advanced Accounting I
- Ma 362 Advanced Accounting II
- Ma 363 Tax Accounting
- Ma 364 Auditing

Administrative Sciences

Study of the administrative sciences is the study of complex organizations, including the disciplines, methodologies, and skills that are useful in understanding and managing organizations in dynamic, social environments. It brings together all organized knowledge about managerial and decision making processes, goal-directed behavior, resource allocation, environmental analysis, and strategy formulation and implementation. Three programs are offered by The Administrative Sciences Department: (1) Administrative Policy, (2) Environmental Analysis, and (3) Operations Management.

Students may concentrate in the Operations Management Program. The structure of the requirements and a brief description of the intent of the program will help the student to evaluate his interest.

OM deals with input/output transformations, the processes (i.e., planning, decision making, controlling, motivating, etc.) by which inputs (i.e., land, labor, raw materials, capital, etc.) are transformed into products or services. As such, it is as relevant for not-for-profit organizations (e.g., hospitals, municipalities, government agencies, etc.) as it is for profit making organizations. It is as relevant for service organizations (e.g., hospitals, insurance companies, universities, etc.) as it is for manufacturing establishments. The objectives of the concentration are:

1. To gain perspective of the role of production or operations management within an organization, emphasizing the interdependence of other management functions to production objectives and the operations management function.
2. To work with the principal quantitative management tools and to gain appreciation for when and where best to apply them in management operations.
3. To develop an appreciation of systems thinking and systems approaches to management problems, and
4. To develop the student's ability to apply problem-solving and decision making knowledge and skills in solving difficult production related or input-output transformation type problems.

The Administrative Policy program provides to students at both the Undergraduate and Graduate levels, a variety of significant elective courses some of which may be chosen

by undergraduate students with free electives. At the present time no undergraduate student can concentrate in this program area. Courses are in such areas as strategy and policy, planning, case research, management in the future, management thought, new business formation, mergers and acquisitions. See course descriptions under the Md classification. Entry into all 600 level courses must be with the approval of the instructor.

The Environmental Analysis program has been created to enable interested undergraduate students to take courses in areas that are just becoming very important both domestically and internationally. Undergraduates with free electives can take courses in corporate and social responsibility, competition and public policy, comparative management, legal and social issues, urban problems and business leadership. At the present time undergraduate students may not concentrate in the Environmental Analysis area. They may use their free electives here. These courses carry the Me classification. Entry into all 600 level courses must be with the approval of the instructor.

Courses Required for a Concentration

Required Sequence

- Mg 021 Introduction to Management and Production
- Mg 250 Operations Planning and Control
- Mg 270 Operations Analysis

Optional Courses and Tracks

In addition to the sequence described above, the student must select at least two of the following courses to complete the concentration:

- MC 161 Simulation Methods
- MC 290 Operations Research I
- MC 291 Operations Research II
- MG 242 Personnel Management
- MG 264 Collective Bargaining or MG 105 Industrial Relations
- MG 271 Models in Operations Management
- MG 375 Systems Management

The student should select courses that form a unified track, for example:

1. Operational Approach—MG 271 and 375
2. Quantitative Approach—MC 161 and 290
3. Management of Human Resources Approach—MG 242, MG 264, or MG 105

The student should carefully consider any course pre-requisites when planning his concentration. The student is encouraged to plan his program with his advisor.

Computer Sciences

The curriculum for the student concentrating in the Computer Science Area is designed to provide understanding, background, and skills in two related, rapidly emerging fields. The use of quantitative methods to study complex decision problems has been receiving increased acceptance in a variety of organizations (i.e., industry; education; government; hospitals; financial institutions; etc.) during the past decade. Simultaneously, society has exhibited a widespread need for computer applications, systems and services.

The Computer Sciences Program at Boston College has two principle functions. First, it provides introductory computer science courses to all segments of the university with special attention given to the School of Management Core Curriculums. Second, it furnishes in depth exposure in the

fields of Operations Research, Statistics, and Computer Science to those students desiring to pursue these areas either because they are interested in entering these fields upon graduation, or because they would like to further investigate these areas at the graduate level. While four courses beyond the School of Management core are required of all students concentrating in Computer Sciences, each student may structure these courses, plus additional offerings, so that he or she may place special emphasis on either computing and information systems or on analytic techniques and statistics. Each "concentrator" should develop a plan of study in conjunction with a Program faculty member so that the student's objectives are most clearly met by his selection of courses.

Courses Required for a Concentration

- Mc 156 Statistical Analysis
- Mc 392 Operations Research I
and
- Mc 365 Systems Analysis
or
- Mc 270 Computer Languages

and at least one course from the following:

- Mc 270 Computer Languages
- Mc 312 Computer Systems
- Mc 384 Applied Statistics
- Mc 393 Operations Research II
- Mc 402 Artificial Intelligence
- Mc 403 Theory of Machines and Languages
- Mc 404 Data Structures

Each student concentrating in Computer Sciences is strongly encouraged to take Mc 156 Statistical Analysis, in his Junior or Sophomore year. Mc 270, Computer Languages, may also be taken in the Junior or Sophomore year. It would be advisable for students contemplating a major in this area to take Mc 022 no later than their first semester of the Junior year.

Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

Junior Year

- First Semester
- Microeconomic Theory 201 or 203
- Economics Elective

- Second Semester
- Macroeconomic Theory 202 or 204

Senior Year

First Semester
Economics Elective
Economics Elective

Second Semester
Economics Elective

Finance

The purpose of Finance is to provide the opportunity for the development of (1) an ability to correctly identify financial problems, (2) a skill for conceiving alternative courses of action, and (3) the cultivation of the judgment required to balance the varied consequences of these alternatives in the formulation of the final decision.

There are many ways to describe the finance function. One means of providing an insight into the full scope of this area is to overview the capital markets and examine the roles of the participants.

In a very general way the role of the capital markets is to bring those who have funds (savers) together with those who need funds for investment in assets that will produce goods and services.

Given this framework the finance function can be viewed as separate units of study in the following manner. Capital and Money Markets Management of Financial Institutions: Corporate Financial Management: Investment Management and Security Analysis: International Finance.

Finance majors (Juniors) must elect two courses in addition to Basic Finance, Corporate Finance I and Corporate Finance II from the following:

- Mf 151 Investments
- Mf 153 Management of the Public Sector of the Economy
- Mf 154 Management of Non-Bank Financial Institutions
- Mf 155 Management of Commercial Banks
- Mf 163 Tax Factors in Business Decisions
- Mf 205 Finance Seminar
- Mf 299 Individual Directed Study
- Mf 606 International Financial Management

All Finance courses are open to students who have completed Basic Finance. For students who have not completed Basic Finance, registration in electives is possible with the instructor's permission. Also, Mf 210 Managerial Finance is available to non-finance majors.

General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

Courses Required for a Concentration

Track A. Choose two areas. Within each area there is one required course and the option for one elective OR Track B. Choose the required course from each of four areas.

Area	Required Course	Electives
Accounting	Ma 251 Intermediate Accounting Ma 152 Intermediate Accounting	None
Finance	Mf 210 Managerial Finance	Mf 151 Investments Mf 155 Management of Commercial Banks Mf 154 Management of Non Bank Financial Institutions
Marketing	Mk 253 Basic Marketing Research or Mk 256 Applied Marketing Management	Mk 254 Applied Marketing Research Mk 152 Consumer Behavior Mk 154 Communication and Promotion Mk 155 Sales Management
Computer Science	Mc 312 Computer Systems or Mc 365 Systems Analysis	Mc 370 The Computer Impact Mc 161 Simulation Methods Mc 270 Computer Languages Mc 392 Operations Research
Organizational Studies	Mb 109 Human Groups or Mb 123 Methods of Inquiry into Human Behavior	Mb 110 Career Development Mb 106 Interpersonal Communications Mb 107 Organizations in Society
Operations Management	Mg 250 Operations Planning and Control	Mg 242 Personnel Management Mg 264 Collective Bargaining Mg 270 Operations Analysis Mg 375 Systems Management Mg 608 Management of Health Organizations and Systems

Area	Required Course	Electives
Administrative Policy	Md 390 Small Business Management or Me 160 Management and the Social Environment	Md 021 Managing Complex Organizations Md 199 Small Business Management Md 601 Management in the Future Md 602 Management Thought in Perspective Me 160 Management and the Social Environment Me 603 Comparative Management and Politico-Economic Systems Me 607 Business Leadership and Urban Problems

Marketing

Marketing covers that segment of business whose prime objective is to discover and satisfy the needs of industrial and ultimate consumers. Functionally, marketing includes such activities as buying, selling, pricing, researching, transporting and storing of goods and services. Institutions which are primarily involved in marketing range from retailers and wholesalers to advertising agencies and export houses.

Marketing is a challenging field because we exist in a business society characterized by excess productive capacity. Today's challenge is not to make a product but rather to distribute it at a profit to the businessman and in a condition which completely satisfies the consumer.

The approach used to study marketing is analytical and experimental. Systems analyses, program experimentation and case applications are interwoven within a decision-making framework so that the student is provided throughout the marketing curriculum with a thorough understand-

ing of the major tools and guides required of today's Marketing Manager.

Courses Required for a Concentration

- Mk 253 Basic Marketing Research
- Mk 256 Applied Marketing Management

Both required courses should be taken in senior year.

Two courses selected from remaining offerings:

- Mk 028 International Business Management
- Mk 111 Distribution Channels
- Mk 112 Social Issues in Marketing
- Mk 152 Consumer Behavior
- Mk 153 Retailing
- Mk 154 Communication and Promotion
- Mk 155 Sales Management
- Mk 157 Personal Selling
- Mk 158 New Product Development
- Mk 205 Quantitative Marketing
- Mk 254 Applied Marketing Research
- Mk 299 Individual Study

School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

Philosophy and Objectives

The School of Nursing accepts and functions within the philosophy of Boston College, a Jesuit university which is committed to the search for human values and to the endless process of understanding called learning. Learning implies flexibility, immediacy and concern in confronting the problems of society in an era where a need for change and renewal is evident.

The identification of values which comes through learning enhances the development of a person who is free to seek knowledge and truth and to manifest these in his contribution to society.

Man, as a part of the community of humanity, has the capacity for fidelity, participation-involvement, and self-actualization, and has the right to the freedom to develop these capacities – at the same time recognizing that each of his fellow men enjoys the same right. Man is striving to determine value; value in his life, his purposes, his existence. Each man has equal right and need to define value in the world in which he finds himself, and to determine his commitment creatively in the light of his defined values. The faculty hold as valuable the reality that each man demands that his needs for health, love, self-esteem, and freedom be satisfied in the process of his development. In recognizing that the society of humanity is undergoing profound change and that the value systems of society are the responsibility of individuals who have defined their own values, the faculty expresses belief in and will support in their teaching, research and practice, the right of each person to optimal health care. They will support in their activity those changes in society's value systems which will make this right a reality.

Nursing moves freely and purposefully among the interactions of humanity, interactions with self, others and environment. It makes the basic assumption that a man's health needs are integrated with all aspects of his life, and are affected by them. Nursing's impact is at the point of potential stress in existence where its presence is a force which can stabilize the milieu of persons who are confronted with a threat to wellness. Its activities are an outcome of learning and are based upon the individual's identifica-

tion of a personal value system and upon the freedom of each person to develop his capacities and live his values. The independent therapeutic force of nursing requires continued research and evaluation.

The faculty believe that the student has defined nursing as a value and is in the process of developing a commitment to it. To assist in this process, emphasis is placed upon providing those dynamic experiences through which health needs are recognized in the context of their occurrence. Those values exemplified by Christ which support the worth of each person are the foundation from which the student is assisted to expand his knowledge, awareness and feeling for his fellow man. Emanating from a spirit of inquiry, learning takes place perceptually and conceptually from experience, and from science, technology and the arts. The educational environment should encourage the individual to think critically, communicate effectively, act responsibly, and to mature as a creative member of society. Educational experiences are provided which require the student to define and evaluate a philosophy of nursing based upon personal values through his study in theory, research and practice. The experiences support the exteriorization of the philosophy of the student in developing and further defining his commitment to his professional and personal gain.

It is expected that a graduate of the undergraduate program will:

- 1) Develop and identify a personal philosophy of nursing practice based upon his values.
- 2) Practice a competent level of health care by:
 - a) assessing health needs.
 - b) planning and providing therapeutic nursing measures.
 - c) purposefully interacting with others to promote wellness.
 - d) evaluating nursing care.
 - e) modifying his practice as a result of research findings.
 - f) working actively to promote change in systems of health care to insure optimal health services for each person.
 - g) addressing himself to social issues which have implications for the health of society.
- 3) Evaluate his effectiveness as a professional nurse.
- 4) Take responsibility for his continued personal and professional growth.
- 5) Meet admission requirements for graduate study.

The curriculum is based on the conceptual framework of preventive intervention which focuses on three levels of nursing care: primary preventive intervention, secondary preventive intervention, and tertiary preventive intervention. Primary preventive intervention is defined as nursing at that level of health promotion which focuses on the maintenance of optimal functioning (homeostasis, equilibrium, stability, organization) of individuals and groups at all developmental stages. The student will have the knowledge and skills needed to discriminate health from illness (but not to discriminate among specific diseases) and to recognize those behaviors indicative of potential illness. The interventions will be collaborative in assisting the client to maintain optimal health.

Secondary preventive intervention is defined as nursing at that level of health promotion which focuses on adaptation during a disruption (disequilibrium, instability, disorganization, imbalance, illness, crises) of an individual's and/or group's health at all developmental stages. The student will have the knowledge and skills needed to identify disruptions in human function and the ability to formulate nursing interventions to promote adaptation.

Tertiary preventative intervention is defined as nursing at that level of health promotion which focuses on return to optimal health (reorganization, reequilibrium, rehabilitation, readaptation) within a system of limitations. The student will have the knowledge and skills needed to identify disruptions in human function and the ability to formulate nursing interventions to promote adaptation.

Requirements for the degree*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing.

Liberal arts subjects are emphasized in the first and most of the second years. During the third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week, the student attends classes on the main university campus. The faculty of the School of Nursing supervises clinical experience and gives instruction in all areas of nursing, while the faculty of the appropriate university departments conduct classes in the liberal arts subjects.

The following university core requirements (36 credits) are to be fulfilled by all undergraduates over a four-year period:

- 2 courses in Theology
- 2 courses in Philosophy
- 2 courses in Social Science (Interpersonal Relations and Sociology, Political Science, Economics, Psychology, or approved courses in the professional schools)
- 2 courses in History
- 2 courses in Natural Sciences or Mathematics
- 2 courses in Humanities (English, Modern Language, Classics, Fine Arts, Music, Speech)

It is suggested that the history and philosophy core requirements be taken in the freshman year since they are two-semester courses. In addition, those who have weaknesses in writing skills are advised to take freshman English as their humanities core requirement.

* The School of Nursing reserves the right to alter any program or policy outlined in this BULLETIN.

Curriculum Plan

Freshman Year

SEMESTER I	CREDITS
Ch 101,103—Fund. of Chemistry	3
Bi 130,131—Anatomy & Physiology I	4
Nu 047—Values in College Life	1
Core	3
Core	3
Core	3
SEMESTER II	
Ch 102,104—Fund. of Organic Chemistry	3
Bi 132,133—Anatomy & Physiology II	4
Nu 048—Interpersonal Relations	2
Core	3
Core	3

Sophomore Year²

SEMESTER I

Nu 070—Scope of Human Development	3
Bi 220,221—Microbiology	3
Nu 080—Pathophysiology	3
Core	3
Elective	3

SEMESTER II

Nu 071—Scope of Human Development	3
Core	3
Core	3
Core	3
Elective	3

Junior Year

SEMESTER I CREDITS

Nu 130—Primary Preventive Intervention	9
Nu 134—Nursing Methodology	3
Elective—(Nursing or General)	3

SEMESTER II

Nu 200—Secondary Preventive Intervention I	9
Nu 206—Systems of Health Care	3
Elective—(Nursing or General)	3

Senior Year

SEMESTER I

Nu 204—Secondary Preventive Intervention II	9
Nu 210—Intro to Strategies for Change	3
Nu 214—Introduction to Nursing Research	3

SEMESTER II

Nu 220—Tertiary Preventive Intervention	6
Nu 224—Advanced Clinical Nursing Practice	6
Elective—(Nursing or General)	3

¹ The basic design may be subject to modification and revision from time to time.

² One-half of student enrollment will start the nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state accredited school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

(1) A formal application for admission which includes an official high school transcript. (2) A transcript of the nursing school record mailed directly from the Director of the School of Nursing. (3) Official transcripts of all collegiate credits earned at other institutions. (4) A letter of recommendation from the Director of the School of Nursing indicating fitness for college work. (5) A record of pre-entrance physical examination to be completed by your own physician on the Boston College form.

A registered nurse student from another college of approved standing may transfer to Boston College School of Nursing. Those courses will be accepted in transfer which are equivalent to courses offered at Boston College and are of a "C" average. No more than 60 credits will be accepted in transfer. The transfer student must complete at least 60 credit hours at Boston College.

After admission, registered nurses are given the opportunity to take examinations which could establish advanced standing. These examinations are given in Chemistry, Anatomy and Physiology, and Microbiology, and in several nursing courses. Students who qualify in the examinations may be exempted from required courses in the above-mentioned areas. Registration as a registered nurse in Massachusetts is a prerequisite to enrolling in any nursing course with a clinical component. The length of time required for the completion of the baccalaureate program is determined, in part, by the results of the examinations. At least four semesters of full-time study are required.

Academic Regulations

Requirement for Good Standing and Eligibility

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed.

A student must maintain a cumulative average of C— as the minimum standard of scholarship. In addition, a student must achieve a C— in each course or component of a course carrying a nursing number. A student may repeat any nursing course only once at which time he must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously. In all nursing areas offering an advanced elective, the student must first achieve a minimum grade of C— in the basic course before enrolling in the elective.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Student Load

Students registered for twelve semester-hours credit are considered full-time students. Students carrying more than seventeen credits in a semester will be charged for a course overload.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or clinical laboratory will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

A student who is absent from a class is responsible for the class content as well as any announcements and assignments made. If a student is absent from a scheduled or previously announced examination, it is the prerogative of the faculty to determine whether or not a make-up exami-

nation will be given. There is a charge of \$10.00 for the administration of a make-up examination. Under ordinary circumstances arrangements for make-up examinations must be made within one week of the student's return to school.

In relation to clinical laboratory experience, it is the responsibility of the student to notify the instructor and/or the clinical agency if the student will be late or absent. Absences from the clinical laboratory will be reviewed by faculty for appropriate action. When a student is absent because of illness, a statement from the family physician may be required before the student will be permitted to return to clinical courses. If it is necessary for a student to make-up clinical time, a tutorial fee may be required.

In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean of Students and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

Special Academic Programs

Continuing Education Opportunities

Through the Continuing Education unit of the School of Nursing, a variety of short-term courses and workshops are offered throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education unit of the School of Nursing.

General Information

Physical Examinations

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and chest x-ray, prior to admission and each academic year.

The physical examination form provided by the school will be completed by a physician of the student's preference, and returned to the Director of Health Services before August 1 of each year. Completed health forms will be prerequisite to the students commencing the semester.

Financial Information

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance	\$10.00
(payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention)	
Regulation School of Nursing Uniforms	\$45.00
(payable Fall Semester of sophomore year)	
Public Health Nursing Uniforms and Cap	\$18.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facility utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from those facilities.

Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include: Boston Veterans' Administration Hospital, Belmont-Watertown Community Health Association, Cambridge Hospital, Carney Hospital, Framingham Learning Center for Deaf, Framingham Children's Center, Framingham School System, Framingham Board of Health, Framingham Community Health Service, Glover Memorial Hospital, Kennedy Memorial Hospital for Children, Hebrew Rehabilitation Center for Aged, Massachusetts General Hospital, Massachusetts Mental Health Center, Melrose-Wakefield Hospital, Mount Auburn Hospital, Newton-Wellesley Visiting Nurse Association, New England Medical Center, North Shore Children's Hospital, Saint Elizabeth's Hospital, Saint Margaret's Hospital for Women, Sancta Maria Hospital, South Shore Hospital, Sudbury Public Health Association, Waltham Visiting Nurse Association, numerous community neighborhood and health and day care centers and a variety of other health-related community-based services.

Teaching and Resource Personnel for Undergraduate and Graduate Programs Adjunct Teaching Personnel

Ann Alberti, R.N., Lecturer
B.S., Boston College

Jill Betz Bloom, Lecturer
B.A., University of California; M.Ed., Boston College

Eileen Bolesky, R.N., Lecturer
B.S., Boston College; M.S., Yale University

Francis Boudreau M.D., Clinical Associate
B.S., Harvard University; M.D., Boston University

Barbara Catalano, R.N., Lecturer
B.S., M.S., Boston College

Nancy Chevalier, R.N., Lecturer
B.S., Ohio State; M.S., Boston College

Mary Ann Corcoran, R.N., Lecturer
B.S., D'Youville College; M.S., Boston University

Marie Cullinane, R.N., Adjunct Assistant Professor
B.S., Boston College; M.S., Catholic University

Shirley Duffy, R.N., Clinical Associate
B.S., M.S., Boston University

Joan Fitzmaurice, R.N., Clinical Associate
B.S., Boston College; M.S., Catholic University

Marta Frank, R.N., Clinical Associate
B.S., M.S., Boston University

Linda Gerber, R.N., Lecturer
B.S., Boston University; M.S., Boston College

Luke Gillespie, M.D., Clinical Associate
B.A., M.D., Harvard University

Charles S. Gleason, M.D., Clinical Associate
B.S., Harvard University; M.D., Tufts University

Peter Goldstein, M.D., Clinical Associate
B.S., Williams College; M.D., Cornell University

Arthur Gorback, M.D., Clinical Associate
B.A., Bowling Green State University; M.D., Case Western Reserve

H. Andrew Graham, R.N., Clinical Associate
B.S., St. John's College; M.A., Florida State Christian College

Patricia Gray, R.N., Clinical Associate
B.S., University of Massachusetts; M.S., Boston University

Diane Green, R.N., Lecturer
B.S., M.S., Boston College

Edward S. Gross, M.D., Clinical Associate
B.A., Harvard University; M.D., Boston University

Herman Guiterman, M.D., Clinical Associate
B.S., City College of New York; M.D., University of Pittsburgh

Jane Hanron, R.N., Lecturer
B.S., Vanderbilt University; M.S., Northeastern University

Barbara Hedstrom, R.N., Lecturer
B.S., Boston College; M.S., Yale University

Constance Keefer, M.D., Clinical Associate
B.A., Allegheny College; M.D., University of Pittsburgh

Patricia Kelley, R.N., Clinical Associate
B.S., Boston University; M.S., Boston College

Bette Kisner, R.N., Clinical Associate
B.S., Keuka College; M.S., Boston University

Barbara Leadholm, R.N., Clinical Associate
B.S., University of Wisconsin; M.S., Boston College

Melvin Levine, M.D., Clinical Associate
B.A., Brown University; M.D., Harvard University

John Leventhal, M.D., Clinical Associate
B.S., Purdue University; M.D., Boston University

Suzanne Luongo, Clinical Associate
B.S., Saint Anselm College

Sister Norberta Malinowski, R.N., Lecturer
B.A., Our Lady of Elms College; M.S., Tufts University

Frederick Mandell, M.D., Clinical Associate
B.A., M.D., University of Vermont

Eugenia Marcus, M.D., Clinical Associate
B.S., University of Michigan; M.D., Medical College of Pennsylvania

Sister Edith McGinley, R.N., Clinical Associate
B.A., St. Joseph College; M.S.S., Simmons College

Helen Morley, R.N., Clinical Associate
B.S., Wayne State; M.S., Boston University

Judith Pirolli, R.N., Lecturer
B.S., M.S., Boston College

Howard J. Potter, M.D., Clinical Associate
B.S., Hamilton College; M.D., Boston University

M. Lawrence Reiner, M.D., Clinical Associate
B.S., Baylor University; M.D., Baylor College of Medicine

Pearl Romm, R.N., Lecturer
B.S., M.S., Boston University

Marvin I. Schiff, M.D., Clinical Associate
B.A., Williams College; M.D., Tufts University

Leslie E. Silverstone, M.D., Clinical Associate
B. Med., B. Surg., M.D., King's College, London University

Carolyn J. Thomas, R.N., Clinical Associate
B.S., Case Western Reserve; M.S., Boston College

Ronnie Tilles, R.N., Clinical Associate
B.S., Russell Sage College; M.S., Boston University

Resource Personnel

Mary F. Barnicle, R.N., Executive Director
Belmont-Watertown Community Health Association, Inc.,
Belmont, Massachusetts

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NURSING

Carol Brooks, R.N., Director of Nursing
Boston Hospital for Women, Boston, Massachusetts

Shirley Buckner, R.N., Director of Nursing
South Shore Hospital, Weymouth, Massachusetts

Jean Colt, R.N., Director of Nursing
Children's Hospital Medical Center, Boston, Massachusetts

Gertrude Demo, R.N., Nursing Administration
Veterans Administration, West Roxbury, Massachusetts

Sister Helen Edward Dowd, D.C., R.N., Director of Nursing
Service
St. Margaret's Hospital, Dorchester, Massachusetts

Jacqueline Freitas, R.N., Associate Chief
Nursing Service for Education, Veterans Administration Hospital,
Boston, Massachusetts

Barbara E. Glancy, R.N., Director of Nursing
Kennedy Memorial Hospital for Children, Brighton,
Massachusetts

Anne Hargreaves, R.N., Executive Director of Nursing
City of Boston, Department of Health and Hospitals,
Massachusetts

Sonya A. Healey, R.N., Director of Nursing
St. Elizabeth Hospital, Brighton, Massachusetts

Louise A. Hickey, R.N., Director of Nursing
Melrose-Wakefield Hospital Association, Melrose, Massachusetts

Joan Kenney, R.N., Director of Nursing
Cambridge Hospital, Cambridge, Massachusetts

Nancy Laffey, R.N., Director of Nursing
Glover Memorial Hospital, Needham, Massachusetts

Mary MacDonald, R.N., Director
Department of Nursing, Massachusetts General Hospital, Boston,
Massachusetts

Marilyn Matte, R.N., Director of Nursing
Massachusetts Mental Health Center, Boston, Massachusetts

Gail McGuire, R.N., Executive Director
Waltham Visiting Nurse Association, Waltham, Massachusetts

Mary Frances Murphy, R.N., Director
Community Health Service, Framingham, Massachusetts

Mary Peters, R.N., Director of Nursing
Sancta Maria Hospital, Cambridge, Massachusetts

Mary Ann Peterson, R.N., Director of Nursing Service
Mount Auburn Hospital, Cambridge, Massachusetts

Gloria Powasz, R.N., Director
Sudbury Public Health Association, Sudbury, Massachusetts

Cynthia Ross, R.N., Nurse Coordinator
Community-Child Health Department, Children's Hospital,
Boston, Massachusetts

Martha L. Sacci, R.N., Chairman
Department of Nursing, New England Medical Center Hospitals,
Boston, Massachusetts

Elizabeth E. Sheehan, R.N., Director of Nursing
North Shore Children's Hospital, Salem, Massachusetts

Sister Kathleen, R.N., Director of Ambulatory Nursing
Services
Carney Hospital, Boston, Massachusetts

Rita Stumpf, R.N., Director of Nursing
Hebrew Rehabilitation Center for Aged, Roslindale,
Massachusetts

Florence Tankevich, R.N., Director of Nursing
Visiting Nurse Association, Newton, Massachusetts

Evening College of Arts, Sciences and Business Administration

Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue his personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy housewives who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in accredited colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B— or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week from 7:00 to 9:30 p.m.

Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. This opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis. Under this program the tuition for a course taken days is one hundred and five dollars per credit hour. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objectives. The programs provide elective specializations in Business, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C—. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

Rhetoric, Literary Works, English elective, Problems of Philosophy and Philosophy elective; History of Western Religious Thought and Theology elective.

Social Sciences (5 courses)

Two courses in European or American history. Three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

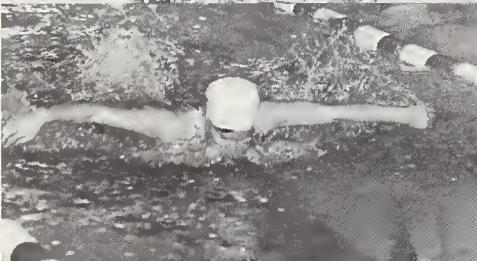
Natural Sciences (2 courses)

Two courses in Mathematics or Science.

Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 317, Boston College, Chestnut Hill, Massachusetts 02167.

Graduate Education



Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.).

General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 9:00 to 4:30, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents should obtain their application materials from the department concerned and non-U.S. citizens may obtain their application material from the Graduate Admissions Office.

The *Boston College Bulletin* is obtained from the departments and the *Schedule of Courses Booklet* is published by the University Registrar for each student prior to registration. The Foreign Student Office, the Office of the Dean of Students, and the Graduate Student Association Office — all located in McElroy Commons — provide special services for students in non-academic areas.

Graduate School Programs and Degrees

Depts of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.
Biology	X				X	X		
Chemistry	X				X	X		
Classical Lang.			X	X				
Economics	X			X				
Education	X	X		X		X	X	X
English	X		X	X				
Geology & Geophysics					X	X		
History	X		X	X				
Mathematics			X			X		
Nursing					X			
Philosophy	X		X					
Physics	X				X	X		
Political Science	X		X	X				
Psychology	X							
Romance Lang.	X		X	X				
Slavic & Eastern Lang.			X	X				
Sociology	X		X	X				
Theology	X		X					
Special Programs								
American Studies			X					
Med. Studies			X					
Slavic & European Center								

MASTER'S PROGRAMS

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each master's degree, except in the Department of English. No formal minor is required, but with the approval of his major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements as described more fully under Transfer of Credit.

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

Master's Comprehensive Examination

The candidate for a master's degree must pass a departmental comprehensive examination which may be oral, written or both, as determined by the department. Each candidate should consult his major department to learn the time and nature of the comprehensive examination. Candidates planning to take the examination must complete a Comprehensive Sign Up Card in the Registrar's Office by the date specified in the academic calendar. The following grading scale is used: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the individual student and to the Dean. A candidate who fails the Master's Comprehensive Examination may take it only one more time.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to make himself familiar with the regulations of his major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Thesis Title Card should be filed with the Registrar 4 weeks prior to Commencement and two typed copies of

the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish his results.

Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work in any given semester must request a Leave of Absence for that semester. Leaves of Absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence form from the Registrar and submit this form to their department chairmen and Dean for approval. Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the department Chairman, approved by the Dean, and so stated in the remarks section of the Leave of Absence form. Students must notify the Registrar 6 weeks prior to the semester in which they are expected to re-enroll.

Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- Plan A: combines graduate study with a year of teaching internship.
- Plan B: combines a year of graduate study with a period of apprenticeship.
- Plan C: for an experienced teacher or a graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T. or M.S.T. programs must pass a comprehensive examination taken in two parts — one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

Special Master's Programs

Master of Arts in American Studies — See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies — See departments of History and English.

Master of Arts in Mathematics (non-research) — See Mathematics Institute.

DOCTOR'S PROGRAMS

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. The organization for each department is specified in their "Requirements and Procedures" and is available from the department.

Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. At least one year of residence is required during which the student is registered as a full-time student at the University. A full semester is ordinarily taken to mean 4 three-credit courses. This period must be arranged by the student with his department. The residence requirement may not be satisfied by summer session attendance only.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Comprehensive Examinations

Student eligibility for taking the Doctoral Comprehensive Examination is determined by the department. Students should consult their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the individual student and to the Dean. A student who fails the Doctoral Comprehensive Examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Thesis

Each doctoral candidate is required to complete a thesis which embodies original and independent research, and demonstrate advanced scholarly achievement. The subject of the thesis must be approved by the major department and the research performed under the direction of a faculty

advisor. The manuscript must be prepared according to style requirements of the department.

Acceptance of the Thesis

As soon as possible after a student's admission to candidacy, a thesis committee will be appointed by the Dean to judge the substantial merit of the thesis. The thesis committee shall include the major faculty advisor as chairman and at least two additional members of the graduate faculty as readers.

The thesis shall be defended by the candidate in a public oral examination. The Dean must be notified of the examination at least two weeks in advance and announcement of the examination will be posted by the Graduate School Office.

Official approval of the thesis by the thesis committee is required. Committee members certify their acceptance by signing the title page of the thesis. The two signed copies of the thesis should be filed in the Registrar's Office on the date committee approval is given. The submitted theses become the property of Boston College, but the University does not limit the author's right to publish his results.

Thesis Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the doctor's degree must be completed within eight consecutive years from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted in the Master's Program are also applicable to the Doctoral Program.

Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are nine approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) History and Philosophy of Education; 5) Administration and Supervision; 6) Higher Education; 7) Psychology and Measurement; 8) Curriculum and Instruction; 9) Counselor Education and Counseling Psychology.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral

program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is a coeducational academic community open to all races, colors, and national origins.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairman of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master/bachelor degree, one should consult his own undergraduate dean.

The Graduate School accepts three classes of applicants: *Regulars* (degree-seeking), *Specials* (credit but non-degree-seeking), and *Visitors* (non-credit auditors).

The credentials required for all Regulars are: 1) AI form accompanied by a \$15 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2), letters of recommendation and official college transcripts to be sent to the department of one's interest. For additional required credentials, e.g. GRE scores etc., consult the requisites of the department to which admission is being sought.

Special applicants normally require only 1) a completed AI form accompanied by a \$15 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2) and official college transcripts to be sent to the department of interest. For additional required credentials, consult the requisites of the department to which admission is being sought. *Special* students may be accepted later as *Regular* students. In this event, no more than 12 credits earned as a *Special* will be accepted as a part of the degree program.

Visitors are required merely to present the Authorization Form which is to be obtained from and signed by the academic department of interest. Such an applicant must pay fees at the time of registration, but for him no permanent record card will be kept, no grades given or recorded, and no transcript will be prepared. A record of registration, however, will be kept so that certification of registration can be provided if desired.

Students, whether *Regular* or *Special* are not admitted officially until the completed application form has reached and been approved by the Graduate Office. Admission should not be presumed without receipt of official notification.

Credit-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental masters, C.A.E.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving GRE Aptitude, Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Office of Testing Services

Boston College

Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from: Educational Testing Service

Box 955

Princeton, New Jersey 08540

Educational Testing Service

1947 Center Street

Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the department or program to which admission is sought.

The completed applications for admission should be on file in the departmental office by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15. Allocation of financial aid is determined only once for the whole ensuing academic year (September-June).

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries of their departments regarding the completeness of their files.

Foreign Students (non-U.S. students who are not permanent residents of U.S.)

Foreign students seeking admission should write the Boston College Graduate School of Arts and Sciences for REQUEST FOR APPLICATION FORM. When this preliminary REQUEST FOR APPLICATION FORM is returned by the student to the Graduate School Office, it will be evaluated by the Committee on Admissions. Applicants who are judged to be qualified as potential degree candidates will then receive the complete application forms entitled APPLICATION FOR ADMISSION TO AN EDUCATIONAL INSTITUTION IN THE UNITED STATES.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences

Graduate Admissions Office

Boston College

Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are sent out on a rolling basis after the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he has been notified officially of acceptance by the Dean.

Registration

Registration is conducted under the direction of the Office of the University Registrar. Classes start on September 8, 1976, and January 17, 1977. Registration, which is "delayed," allows students an advisement period during which they may plan a more meaningful choice of courses. The days for registration are September 20, 21, 1976 and January 31, February 1, 1977, 9:30-11:30; 1:00-4:00; and 6:00-7:30. After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the two weeks following registration.

Step 1: At each student's department:

Students who have been officially admitted by the Dean will complete Authorization Forms for their program of courses, obtain their chairman's signature of approval for each course and then proceed with these to Central Registration. Whenever possible, students should bring their letter of acceptance to registration.

Students who do not have a formal letter of acceptance from the Dean will complete the Authorization Form and then proceed as described above. Voucher-holders, cross-registrants from other schools, Visitors and individuals currently applying as Special Students are included in this group.

Step 2: At central registration:

In brief, all students will complete a Student Profile Sheet (Social Security Number required); pay semester fees and tuition in full to the Treasurer (\$100 per credit; \$5 registration fee; student activity fee); drop off all forms, and have ID photo taken if needed (\$3). Students currently applying for admission and who have not been formally accepted must, in addition, sign a Legal Agreement and complete the application process within six weeks.

Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the Course Change Authorization Form to the University Registrar's Office, Lyons 101. When corrections have been made on Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

ACADEMIC REGULATIONS

Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after the first two weeks of class, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student will consult the department chairman to obtain an authorization signature and after the first five weeks of class will get the written consent of the professor involved and then return the form to the Registrar's Office. When submitted one copy will be receipted and returned. This copy should be retained by the student until notification is received through the mail that the requested changes have been recorded.

For students who officially withdraw from a course within the first two weeks of class, no recording entry will appear on the permanent record. After the first two weeks of class but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (Incomplete).

Any Incomplete grade which is turned into the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

A semester examination is given in each course, except seminars and teacher-training courses. Students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather announcement is made by radio (WBZ, WHDH) generally at the latest by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his full name and should specify whether he is currently enrolled, on leave of absence, withdrawn, or graduated. A \$1.00 fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students will be responsible for maintaining their current name and address on file in the University Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better will be accepted. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairman and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

GRADUATION

May Graduation

Graduate school degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Card in the Registrar's Office by the deadline stated in the Academic Calendar. If a student does not receive his degree, he must file a new Graduation Card for the next anticipated date of graduation. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements. The graduation fee (\$20.00 for Master's; \$25.00 for Doctor's degrees) is due at this time.

Diplomas are distributed immediately following the completion of the commencement program. Diplomas will be kept for only one year after the date of graduation; thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadline for filing the graduation card in the Registrar's office is July 8 and December 1. As there are no commencement exercises, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Grants

A variety of fellowship grants and scholarships are available to aid promising students in the pursuit of their studies; University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Remission Scholarship. Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file in the departmental office by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of up to \$2500 and may include up to full remission of tuition.

Teaching Fellowship

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$3400 and also a scholarship in the form of tuition remission. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Application for assistantships should be made to the department and should be returned to the department office concerned by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the assistants in natural science departments assist in laboratory activities. In these and other departments the assistants may be otherwise involved in the academic activities of the department.

Stipends for full-time graduate assistants range up to \$3000. Usually a scholarship in the form of tuition remission accompanies such awards. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees.

Research Assistantships

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairman of the department.

Tuition Remission

Since appointments as Teaching Fellows or Graduate Assistants ordinarily are made on the basis of academic achievement, scholarships in the form of tuition remission usually accompany such university appointments.

In addition other scholarships in the form of tuition remission are available for a limited number of students upon presentation by the department both of a student's scholarship and needs.

Procedures for Grant Recipients

Teaching fellows and assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairman of the department and notification to the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Treasurer's Office to fill out personnel cards.

A grant recipient who relinquishes his fellowship, assistantship or tuition remission must report this matter in writing to his department Chairman and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

GRADUATE PROGRAMS

Department of Biology

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school.

Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

No formal modern foreign language examination is required; but students entering the Department without knowledge of a modern foreign language must take two years work in a modern foreign language with a grade of B or better. Individual professors may test a student for proficiency in the foreign language.

The Ph.D. program does not require a specific number of graduate credits; however, the Resident Requirements, as defined in the Graduate School Bulletin, must be met.

Requirements: The present core curriculum for all Ph.D. candidates includes Biochemistry, Cell Physiology, Bacterial Physiology and Metabolism, and the Molecular Basis of Heredity. Ph.D. students are required to take at least four seminars during their course of studies. The core courses for M.S. candidates consist at present of Biochemistry and any two of the remaining three core courses listed above. M.S. candidates are required to take one seminar. Since the core curriculum is in the process of revision, students should consult the Department Chairman for possible revisions to the program as described here. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairman for information concerning the research paper and comprehensive examination requirements.

Cancer Research Institute

The Cancer Research Institute offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Department of Chemistry

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examinations in inorganic, analytical, organic and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: There is no total credits requirement for the Ph.D. degree. First year requirements provide the student with breadth of knowledge in the traditional four fields; analytical, inorganic, organic and physical chemistry, as well as familiarity with the basic instruments, especially infrared, ultraviolet, nuclear magnetic and mass spectro-

scopy. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the M.S. degree in Chemistry must pass an examination in German; those for the Ph.D. degree, examinations in German and a second language: French or Russian is recommended. These examinations must be successfully passed before the student is formally admitted to candidacy. In addition, each student presents two seminars before being granted an advanced degree: the first is a Literature Seminar to be presented during the student's second year; the second is a Research Report on results of his thesis research and given during the student's last year of residence.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his major field of interest and his critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year this research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate a research project requiring two to three years sustained effort will begin usually after the first year of study. An oral defense of the dissertation completes the degree requirements.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairman.

Department of Classical Studies

The department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching.

Requirements: Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German, and by exception in Spanish or Italian, will be tested by the Department.

Department of Economics

Only students seeking the Ph.D. degree are admitted to the graduate program in Economics and except in very special cases only students who plan to do full-time graduate work are accepted.

The M.A. degree may be granted to Ph.D. students in the course of their doctoral work or to students who decide not to complete the Ph.D.

In the first year of the doctoral program, students are normally required to take two semesters of Micro Theory, two semesters of Macro Theory, two semesters of Mathe-

matics for Economists, one semester of Statistics, and one semester of an additional elective course. Students who enter with equivalent prior background may be exempted from at least the first semester of Micro, Macro, or Mathematics for Economists, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

Students in the doctoral program are normally expected to achieve a B+ average in their course work.

The requirements for the Ph.D. include a minimum of 48 credits in Economics, six course credits in Mathematics for Economists, one year of residence as a full-time student, a comprehensive examination, a dissertation, and an oral examination on the special dissertation field.

Comprehensive examinations are given in May and September of each year. Theory exams must be taken by May of the student's second year and the two field exams must be taken by September of the third year. Students who fail to pass the exams may retake them at subsequent times up to a maximum of three attempts for any given exam.

A doctoral candidate must offer three fields. Of the 3 fields offered one field must be Economic Theory; the 2 other fields must be chosen by the candidate from the following list of fields offered: Advanced Theory, Econometrics, Money and Banking, Fiscal Economics, Industrial Organization, International Trade and Finance, Soviet Economics and Comparative Systems, Economic Development, Urban Economics, Labor, and Consumer Economics. The 6 course credits in Mathematics for Economists and 3 course credits in Statistics are required but are not considered as fields. In addition to Statistics (either Ec 327 or Ec 723) all Ph.D. students are required to take either Ec 328, Econometrics, or Ec 827-828, Econometrics.

All candidates for the Ph.D. are required as a part of their course of study to provide part-time service for at least two years in research assistance and/or supervised teaching, or to demonstrate mastery of these skills from equivalent experience elsewhere. Stipends are normally awarded in connection with these services, to assist the students in their course of study, but failure to provide a stipend does not constitute waiver of the requirement.

Requests for further information or for application blanks for admission and graduate assistantships should be addressed to the Chairman of the Economics Department, Boston College, Chestnut Hill, Massachusetts, 02167. All applicants are required to take the Graduate Record Examination (verbal, quantitative, and economics sections) and have the scores sent to Boston College. Applications, including all supporting documents, are due not later than March 15, 1977.

Department of Education

Research and practical experience are facilitated by longstanding relationships with organizations outside the Department of Education and sometimes outside the University.

DEPARTMENT PROGRAMS AND REQUIREMENTS

Master of Education Degree:

The Master of Education degree is given in ten fields: educational psychology, elementary education, early childhood education, counselor education and school psychology, administration and supervision, reading, religious education, media specialist, special education and rehabilitation (peripatology).

Ed 500- History of American Education is recommended for those who have had no course work in the history of American education. Each student is required to pass a written comprehensive examination upon conclusion of his course work.

All courses in the three hundred sequence (Ed 300-399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.S.T. M.A.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of his course work.

Doctor of Philosophy and Doctor of Education Degrees:

A formal doctoral program of study is defined as a minimum of 78 graduate course credits earned subsequent to receipt of the bachelor's degree. Students possessing a master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his advisor. A major field of concentration consisting of at least 24 graduate course credits must be included in the program, and one or two minor fields of concentration may be included, at least 15 graduate course credits being necessary to constitute a minor.

Doctor of Education: The candidate must have had three years of full-time educational experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the Department.

Doctor of Philosophy: The student must demonstrate proficiency in at least one language other than English. The languages specified may include any classical, modern or computer language. Statistical competency may also be required.

History and Philosophy of Education

Ph.D. and D.Ed. degrees are offered in the History and Philosophy of Education division. The doctoral program is open to students whose academic backgrounds and interests recommend them for an advanced, scholarly study of the cultural, social and theoretic dimensions of education.

The ordinary career objective of students in the program is college or university teaching, yet the program offers ample opportunities for the academic preparation of the educational generalist. Thus, students who are interested in a fundamental and scholarly approach to broad issues in education may find this program both personally and academically rewarding.

Requirements: In addition to fulfilling general requirements of the Department, students will earn at least 24 credit hours in history and philosophy of education. All students in the program are required to take:

- Ed 402 Modern Educational Thought
- Ed 500 History of American Education
- Ed 602 History of Ancient and Medieval Education
- Ed 603 History of Modern Education
- Ed 706 Philosophy of American Education
- Ed 802 Seminar in Philosophy of Education
- Ed 803 Seminar in History of Education

Several courses are open to graduate students below the doctoral level as well as to doctoral students from other programs, usually without prerequisites. Such courses undertake to provide a theoretical and liberalizing influence on graduate education.

Educational Psychology

Candidates for the M.Ed. in this program are prepared to serve as educational instructors, researchers and consultants in school systems, prisons, hospitals, social agencies, publishing houses, and industry. They sometimes serve in schools as in-service leaders, with a portion of their teaching assignment reduced.

Requirements:

- Ed 402 Modern Educational Thought

or

- Ed 403 Philosophy of Education

or

- Ed 404 Evolution of Educational Doctrine

- Ed 311 Educational Psychology

or

- Ed 414 Modern Psychology and Education

- Ed 315 Psychology of Adolescence

- Ed 416 Child Psychology

- Ed 460 Research Methods in Education

or

- Ed 461 Pro-Seminar in Methods of Educational Research

- Ed 412 Abnormal Psychology

- Ed 363 Introduction to Statistics

Three Electives (suggested: Ed 366, 373, 382, 383, 392, 424, 464, 466, 499, 526, 579; Ps 609, 610, 614; Sc 761).

Doctoral Research and Seminar Experience:

- Ed 910 Projects in Educational Psychology

- Ed 911 Seminar in Cognitive Processes

- Ed 912 Seminar in the Psychology of Learning

- Ed 913 Seminar in Motivation: Theory and Practice

- Ed 914 Seminar in Theories of Instruction

- Ed 915 Culture and Psychology in the mid 70's

- Ed 916 Seminar in Child Psychology

- Ed 917 Seminar in the Methods of Educational Psychology

- Ed 918 Seminar in the Socialization of the Child

- Ed 919 Seminar in Educational Innovation

Curriculum and Instruction

Within this division there are six programs or areas of concentration: elementary education, early childhood education, secondary education, reading specialist, media special-

ist, and science education. Each offers one or more plans of study at the Master's level and also provides for planning programs on an individual basis at the C.A.E.S. and doctoral levels. The overall policy of the division is to afford each candidate as much freedom of choice as possible in structuring a major portion of his own program, including the opportunity to select courses from programs within the division, other divisions within the department, and from academic subject fields.

Requirements: All candidates for the Master's degree are required to complete three courses from divisions other than Curriculum and Instruction. Each program within the division has its own unique additional requirements.

Candidates for the C.A.E.S. are normally required to take the following:

- Ed 362 Nonparametric Statistics

or

- Ed 363 Introduction to Statistics

- Ed 707 Contemporary Issues in Educational Theory

or

- Ed 914 Seminar in Theories of Instruction

- Ed 820 Projects in Curriculum and Instruction

The following courses are normally required of all students in the Ph.D. and D.Ed. programs:

- Ed 362 Nonparametric Statistics

or

- Ed 363 Introduction to Statistics

- Ed 364 Intermediate Statistics

- Ed 466 Curriculum Evaluation: Theory and Practice

- Ed 820 Projects in Curriculum and Instruction

- Ed 914 Seminar in Theories of Instruction

- Ed 960 Analysis and Design of Educational Research

Elementary Education

Coordinator: *Lillian Buckley*

The M.Ed. degree in elementary education may be attained in one of two ways, depending upon the academic background of the candidate:

Plan A: A 36 hour, full-time program designed for candidates with little or no prior educational background.

Plan B: A 30 hour program designed for candidates with an undergraduate degree in elementary education.

Candidates in Plans A and B are required to take one course in each of the following areas:

History/Philosophy of Education

Educational Psychology

Educational Research

Special Education

Plan A: In addition to the four courses listed above, the following are required:

- Ed 528 Elementary Teaching in the 70's

- Ed 416 Child Psychology

- Ed 421 Introduction to Developmental Reading

- Ed 420 Student Teaching

Nine hours are spent as electives; students should begin study during the summer session.

Plan B: In addition to the 4 courses listed for all candidates, eighteen hours may be selected by the student with the consent of the advisor. Teachers currently working in the field are urged to complete Ed 820 as a part of their programs.

The Elementary Education Program also provides for a C.A.E.S., a program which is planned on an individual basis.

Early Childhood Education

Coordinator: *Eva Neumann*

Focus is on the young child — from infancy to five years — and preparing teachers and administrators for day care,

preschool and primary grades. The program emphasizes developing teaching competencies to implement play as a basis for early childhood education and to foster development of self-concept, cognitive skills and creativity in the young child. Course work and practicum experiences for all graduate students are designed to meet individual needs and career goals as much as possible.

Candidates for the M.Ed. degree are required to take the following:

- Ed 321 Teaching Strategies and Learning Environments
- Ed 526 Seminar in Early Childhood Education
- Ed 527 The Parent, Teacher and Child
- Ed 626 Seminar in the Psychology of Play and Self-Concept

Ed 820 Projects in Curriculum and Instruction
One course in Special Education

One course in any three of the following areas: History and Philosophy of Education, Educational Psychology, Educational Research, Educational Administration.

Candidates for the M.Ed. degree with no previous background in early childhood education, are required to take in addition to the above:

- Ed 427 Student Teaching
- One methods course in language development
- One methods course in science

Candidates for the C.A.E.S., D.Ed., and Ph.D. are expected to take the core courses in early childhood education in addition to the basic requirements of the Division of Curriculum and Instruction.

Secondary Education

Coordinator: *Edward B. Smith*

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching.

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. An intern teacher teaches half-time in a secondary school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin his graduate study with the summer pre-internship program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis. A typical program would call for 21 graduate hours in Education and 15 graduate hours in an area of concentration. Plan A is normally completed in a year and two summers.

Plan B: This plan combines graduate study with a period of field work without pay. Candidates may begin in summer or in September or February on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis. A typical program calls for 21 graduate hours in Education and 15 graduate hours in an area of concentration.

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and his teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student.

Graduate courses to comprise the degree program are planned by the student and advisor on an individual basis. A degree program is composed of a minimum of 30 credit hours in courses taken in education and the teaching field, not necessarily equally from each. Approval of each student's program by the program coordinator is required. Application forms for all three plans should be directed to Office of Admissions, School of Education.

Reading Specialist

Coordinator: *John F. Savage*

A planned 30-semester hour M.Ed. program leads to certification as a reading specialist according to recommendations of the International Reading Association Committee on Professional Standards. A minimum of three years teaching experience is required, preferably upon entrance into the program.

Requirements: In addition to Department requirements, the following courses are part of the reading specialist program:

- Ed 521 Developmental Reading Instruction
- Ed 621 Diagnostic and Remedial Techniques in Reading
- Ed 728 Seminar and Practicum in Remedial Reading/Learning Disabilities
- Elective in educational measurement

The remainder of the program is planned to meet individual needs.

The Reading Specialist Program also provides for a CAES program, planned on an individual basis.

Media Specialist Program

Coordinator: *Fred J. Pula*

The M.Ed. degree for media specialists is a 36-semester hour program leading to qualification as a media specialist according to the recommendations of the Association for Educational Communications and Technology, and the Office of Teacher Certification and Placement for the State of Massachusetts. The program allows flexibility for pursuing any one of the developing areas of specialization in educational technology, such as: administration of media centers, curriculum design and innovation, design and preparation of instructional materials, and selection and utilization of instructional materials.

Full-time students can complete the program in two summers and one academic year. If supervised student teaching is needed to fulfill certification requirements, the program is extended by at least one additional semester.

Requirements: In addition to Division requirements, the following courses are normally required:

- Ed 424 Introduction to Educational Technology
- Ed 524 Selection, Evaluation and Utilization of Instructional Materials
- Ed 624 Production of Instructional Materials
- Ed 625 Organization and Administration of the Media Center
- Ed 724 Media Specialist Practicum

The choice of four media elective courses is subject to the guidance and approval of the program coordinator.

Science Education

Coordinator: *George Ladd*

Plans A, B and C of the M.S.T. programs in Secondary Education provide for concentration in earth science, chemistry, biology and physics, general and environmental sciences. Doctoral programs with a concentration in science

education will normally include selected courses in the sciences along with the following:

- Ed 325 Science in the Elementary School
- Ed 326 Science in the Secondary School
- Ed 725 Internship in Science Education
- Ed 727 Seminar in Science Education (I and II)

Counselor Education and Counseling Psychology

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association.

The M.Ed. degree contains a common core of education and guidance courses, and permits selection of a series of recommended courses of professional preparation for either working with children under 12 or with adolescents and adults. Each of the professional courses in guidance and counseling is accompanied by prepracticum laboratory experiences.

Students wishing to be counselors in public schools should see that they meet teacher-counselor certification requirements of their state. Those intending to work as counselors in non-school settings may substitute graduate courses in psychology, sociology or economics with permission of the appropriate department heads.

A counseling practicum with a minimum of 150 clock hours in a regular school setting is required for guidance counselor certification in Massachusetts. Practicum requires at least two half days (8 hours) per week in some agency between the hours of 8:00 A.M. and 5:00 P.M., Monday through Friday. Any student unable to meet this requirement should not apply to the program.

The Master's program in guidance and counseling may be completed in two summers and two regular semesters, in three regular semesters, or part-time within a six-year period.

Certificate and doctoral applicants will only be accepted if they have completed a master's degree in counseling and guidance and the equivalent of two to three years of successful professional experience in the field. Advanced graduate courses numbered between 600 and 900 should be selected.

Ordinarily the C.A.E.S. consists of 30 hours, and the doctorate a minimum of 48 hours plus a dissertation. Doctoral candidates must complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology; minors can be worked out in conference with the candidate's advisor and doctoral committee. A program combining school psychology and counseling psychology is available for candidates desiring to work with individuals under age 12.

The C.A.E.S. program completes the professional preparation counselors need beyond the master's degree. Doctoral students may not elect to substitute the C.A.E.S. There is no residence requirement for the C.A.E.S.

M.Ed. Students should follow one of two programs listed below. Either program meets provisional state certification requirements, except teacher certification, for guidance counselor, or school adjustment counselor. Those intending to work in non-school settings may vary the program, and state public school certification requirements need not be followed.

Master of Education in Elementary Guidance

Requirements:

- Ed. 440 Principles and Techniques of Guidance
- Ed. 442 Identification & Prevention in Counseling Children
- Ed. 443 Counseling and Group Processes in Elementary School
- Ed. 448 Career Development and Placement
- Ed. 445 Clinical Child Guidance
- or
- Ed. 549 Abnormal Psychology for Counselors
- Ed. 542 Principles of Behavioral Counseling
- or
- Ed. 641 Behavior Disorders in Childhood and Adolescence
- Ed. 647 Practicum in Child Guidance
- *Ed. 416 Child Psychology
- or
- Ed. 414 Modern Psychology and Education
- *Ed. 464 Individual Intelligence Testing
- *A Graduate Course in Education other than Counseling, Ed. Psych. or Ed. Research (e.g. Ed. 392, Ed. 421, Ed. 498).
- Plus two Electives of student's choice.

*Department of Education Requirements

Master of Education in Counseling Adolescents and Adults

Requirements:

- Ed. 440 Principles and Techniques of Guidance
- Ed. 446 The Counseling Process
- Ed. 448 Career Development & Placement
- *Ed. 465 Group Psychological Tests
- Ed. 646 Beginning Counseling Practicum
- Ed. 544 Case Studies-Diagnosis: Adolescence
- or
- Ed. 641 Behavior Disorders in Childhood & Adol.
- Ed. 549 Abnormal Psychology for Counselors
- *Ed. 414 Modern Psychology and Education
- or
- Ed. 315 Psychology of Adolescence
- *A Graduate Course in Education other than Counseling.
- Plus three Electives of student's choice.

*Department of Education Requirements

Educational Administration and Supervision

Boston College offers graduate preparatory programs and in-service training for the major administrative and supervisory positions in education. Programs lead to the Master's degree, the Certificate of Advanced Educational Specialization, the Doctor of Education degree and Doctor of Philosophy degree.

Applicants for admission must meet all requirements of the Graduate School of Arts and Sciences and the Department of Education, as well as the following requirements of the Division of Educational Administration and Supervision:

Be a certified or certifiable teacher with successful experience in education or some equivalent. Have at least three years of such experience for the Certificate of Advanced Educational Specialization or Doctoral degrees.

Be recommended for a career in educational administration and supervision by a currently-practicing administrator.

Submit a statement of career goals.

Attend an interview session with members of the Division of Educational Administration and Supervision.

Be recommended for acceptance by the Division of Educational Administration and Supervision.

The program leading to the Master of Education degree usually consists of eight courses offered by the Division of Administration and Supervision and two electives.

The program leading to the Certificate of Advanced Educational Specialization calls for 30 credit hours of advanced study beyond the Master's. To qualify for admission to the Certificate of Advanced Educational Specialization, the applicant must have completed as prerequisites the following courses or their equivalents:

- Ed 450 Introduction to Education Administration
- Ed 451 Personnel Administration
- Ed 456 Legal Aspects of Educational Administration I
- Ed 459 Supervision I

The programs leading to the doctoral degrees call for a minimum of 48 credit hours beyond the Master's. The same prerequisites for the Certificate of Advanced Educational Specialization apply to the doctoral programs.

In the Certificate and Doctoral programs the student develops an individual Program of Studies with the help of his or her advisor. In certain instances a waiver or substitution for a required course may be permitted. Each graduate Program of Studies must be approved by the Department.

Master's Degree: The Master of Education program in Administration and Supervision is designed primarily for the preparation or in-service training of elementary, middle and high school administrative and supervisory personnel. It includes a minimum of 30 credit hours beyond the Bachelor's degree.

Requirements:

- Ed 450 Introduction to Educational Administration
- Ed 451 Personnel Administration
- Ed 452 Introduction to Education Finance and School Business Management
- Ed 453 The Elementary School Principalship
or
- Ed 455 The Secondary School Principalship
- Ed 456 Legal Aspects of Educational Administration I
- Ed 457 Administration of Curriculum: Theory and Practice
- Ed 458 Education and the Political Process
- Ed 459 Supervision I

Certificate of Advanced Education Specialization: Certificate programs are designed for prospective and currently practicing administrators or supervisors who already have a master's degree and do not plan to study for a doctoral degree, but who see the value of individually planned advanced graduate work. The Certificate program usually includes courses in administration and supervision, statistics, research, and supporting disciplines. Comprehensive examination are required for all candidates in the Master of Education and Certification of Advanced Education Specialization programs.

Doctoral Degrees: In addition to the Graduate School requirements and as part of a doctoral candidate's program, an internship may be deemed necessary by the faculty of the Division of Educational Administration and Supervision. Doctoral candidates enrolled in an internship must be successful in an administrative field project and submit special papers related thereto. An oral examination on the field project is also required.

Students in the doctoral programs are expected to study in related areas of education as well as in the supporting disciplines. Courses for each student will be suggested according to the degree being sought, the academic and professional background of the individual, and his or her career goals.

The Professional School Administrator Program: This is a specially designed three-year doctoral program which leads to the Doctor of Education Degree. Experienced school administrators selected for this program meet two full days per month for instruction, and spend additional time on campus for their research and individual conferences. The Second Class will be entering the program in the summer of 1976 with the instructional days beginning in September. All of the requirements of the Graduate School of Arts and Sciences apply to this Program including the application procedures.

Educational Research, Measurement and Evaluation

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic posts in university department of education or psychology. They are also qualified for research positions in universities, foundations, local education agencies, state and regional department of education, and other human services, and in research development centers.

M.Ed. Program:

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. There is no thesis requirement. The courses for the M.Ed. degree may ordinarily be completed in two semesters and a summer of full-time study.

Core requirements:

- Ed 563 Statistical Inference I
- Ed 564 Statistical Inference II
- Ed 461 Pro-Seminar in Methods of Educational Research
- Ed 366 Introduction to Data Processing and Computers
- Ed 367 Introduction to Computer Programming

At least three of the following should be taken:

- Ed 462 Construction of Achievement Tests
- Ed 464 Individual Intelligence Testing
- Ed 466 Curriculum Evaluation: Theory and Practice
- Ed 561 Research Evaluation and the Formulation of Public Policy
- Ed 562 Norm-referenced and Criterion-referenced Measurement

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

Ph.D. Program:

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 48 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of the FORTRAN computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation,

design of experiments, univariate and multivariate statistical analysis of data, and the development of mathematical and computer simulation models of educational processes.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor, or a joint program, in Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements:

In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

- Ed 664 Design of Experiments
- Ed 666 Simulation Models in Behavioral Research
- Ed 667 Introduction of Multivariate Statistical Analysis
- Ed 668 Topics in Multivariate Statistical Analysis
- Ed 669 Psychometric Theory
- Ed 860 Survey Methods in Social and Educational Research
- Ed 868 Construction of Attitude and Opinion Questionnaires

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system or other social agency involved in curriculum experimentation, change, evaluation, or social science research. Supervision of the internship is provided by professors in the Division of Educational Research.

Applicants are required to submit:

(1) evidence of superior academic achievement as indicated by graduate and/or undergraduate transcripts; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research, Measurement and Evaluation. Where possible, a personal interview with the Division of Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

Religious Education

The Religious Education Program provides comprehensive preparation for the teaching of religion, or the administration of religious education programs, at all levels, in one, or a combination, of the following sequences:

A four-summer series of Institutes, comprised of morning lectures, providing the core curriculum, plus afternoon lectures, practica, and workshops on varied aspects of religious education, leading to the M.Ed. in Religious Education. Each of the summer Institutes grants six credits toward the required eighteen credits in Theology and twelve in Education. By arrangement with the Academic Director, students may earn three extra credits during the summer. Students may continue their studies during the academic year, at Boston College, at member institutions of the Boston Theological Institute, or at other accredited institutions of higher learning. Up to six credits, with a grade of B or better, may be transferred from other accredited colleges or universities.

During the academic year in the Religious Education Program, students fulfill the required eighteen credits in Theology and twelve credits in Education through courses selected in consultation with the Academic Director. Cross-registration in the Boston Theological Institute is available.

Students with a Master's in Education, or related field, and three years experience in the field of religious education, may study for the C.A.E.S., requiring 30 credits of graduate work beyond the Master's, fifteen in Theology and fifteen in Education. The Certificate program is designed to fit the career objectives of individual students.

Comprehensive examinations are required for all candidates in the M.Ed. and C.A.E.S. programs.

Higher Education

Both the Ph.D. and the D.Ed. degrees are offered in Higher Education. The program is designed to prepare professional and research workers at the doctoral level in the areas of college and university administration, student personnel and community college.

Requirements: A core of at least 8 courses are selected from the following:

- Introduction to American Higher Education
- Organization and Administration of Higher Education
- Student Personnel Programs in Higher Education
- College Student Policies and Practices
- Introduction to Community-Junior College I
- Introduction to Community-Junior College II
- College Teaching
- Issues in American Higher Education
- Higher Education in Other Nations
- Theories of Student Personnel and Student Development
- The Finance of Higher Education: An Overview
- The College, Courts and the Law
- Seminar in Administration of Higher Education
- Seminar in Curriculum in Higher Education
- Seminar in Institutional Research and Planning
- Seminar in Current Problems in Higher Education
- Colloquium: Student and Campus Cultures
- Colloquium: Community-Junior College
- Internship in University Administration
- Internship in Community-Junior College
- Internship in Student Personnel
- Reading and Research in Higher Education

In consultation with a program advisor, students will select the remaining courses from other divisions or departments which fulfill their individual needs and interests. The instructional resources of the University provide an extensive range of advanced offerings from such areas as Counseling, Information Processing, Management, Public Administration, Psychology and Sociology.

Special Education and Rehabilitation

This division offers graduate programs at the M.Ed., C.A.E.S., and doctoral levels. The Master's degree programs include the following:

1. Special Educator Program

Coordinator: Dr. Jean Mooney

The Special Educator is a 2 tract cross-categorical master program leading to university endorsement for interim approval as a generic specialist or teacher of children with moderate special needs.

Generic Specialist – the Generic Specialist is trained to deal with educational problems across the broad range of mild to moderately handicapping conditions. Emphasis is placed on diagnostic-prescriptive teaching, curriculum adjustment and those interpersonal skills appropriate to the role of the consultant. Prerequisite to entry into this program are a basic teaching credential and a minimum of two years of teaching experience.

Moderate Special Needs – this tract prepares specialists who will provide direct services to children within resource rooms or substantially separate classes. Again, training is cross-categorical focused on educational need rather than categorical categories. No previous teaching experience is required. Entry into the Program may be at any one of three levels:

Level I – Students with no previous background in Education select the sequence of courses leading to certification in Elementary Education.

Elementary (18 hours)
 Philosophy of Education
 Educational Psychology
 Child Psychology
 Introduction to Developmental Reading
 Modern Math in the Elementary School
 Elementary Teaching in the 70's or Language Arts

After completion of Level I, these students go on to take the Core courses of Level II.

Level II – For students already certified in Elementary or Secondary Education (39 hours)

Special Educator Core (36 hours)
 Acquisition of Language
 Introduction to Language Disorders
 Behavior Management Strategies
 Language Arts for the Child with Special Needs
 Student Teaching
 Research Methods
 Human Development and Handicapping Condition
 Psycho-Social Development
 Educational Assessment of Learning Problems
 Remedial Strategies
 Evaluation and Guidance of Exceptional Children

Elective (choice of 1) such as:

Behavior Disorders in Childhood and Adolescence
 Reading in the Secondary School
 Infant and Pre-School for the Handicapped
 Clinical Child Guidance
 Multi-Disciplinary Approach to Mental Retardation
 Teaching the Emotionally Disturbed Child

Level III – For students already certified in Elementary or Secondary and Special Education (39 hours)

Programs are individually planned according to student's past experiences and career goals.

Students have the option of "testing out" of courses which they have acquired through previous course work or experience. Electives may be substituted for these courses. Six hours of appropriate graduate credit may be transferred.

2. Program for Educators of the Visually Handicapped

Coordinator: *Ouida Fae Morris*

The objective of this program is to prepare teachers for a variety of educational programs for the visually handicapped, including itinerant teacher/consultants, resource rooms, and schools or classes for the visually handicapped. The goal is to train educators who can teach both blind and partially seeing students who may be singly- or multi-handicapped. For students who have an undergraduate degree in education of the visually handicapped, an individually designed graduate program may be planned with the advisor to improve one's proficiencies in working with exceptional children.

This program is open to students who have a Bachelor's Degree from an accredited college or university. Students who do not have an elementary or secondary teaching certificate may incorporate these requirements into their

coursework. Teachers with successful classroom experience in regular classrooms or in special education are especially encouraged to apply.

The program is of variable length (from fourteen months to two academic years) depending on the level of entry into the program. It includes both academic course work and practicum experience. Student teaching is provided in public schools and in public and private residential schools for the blind. Students are advised to have practicum in both types of programs and with pupils of a variety of ages.

The program is designed for full-time and part-time students. Most part-time students are teachers in service, who attend classes scheduled in the late afternoon. A full-time program is recommended wherever possible because it permits students to have a greater variety of course work and experience.

An orientation and mobility specialist who has a teachers certificate in regular education is eligible to attend as a part-time student with the objective of becoming certified as a teacher of the visually handicapped.

Students who complete the Program for Educator of the Visually Handicapped are eligible to enroll in a special summer and fall semester course sequence designed to prepare persons with dual certification as Teacher of the Visually Handicapped-Peripatologist.

According to previous background, entry into the program may be at any one of three levels.

Level I – Students with no previous background in Education take the sequence of courses leading to certification in Elementary Education.

Typical Elementary Program (21 hours)

Philosophy of Education
 Educational Psychology
 Language Arts in the Elementary School
 Child Psychology
 Introduction to Developmental Reading
 Modern Math in the Elementary School
 Elementary Teaching in the 70's

After completion of Level I, these students go on to take the core courses of Level II.

Level II – For students already certified in Elementary or Secondary Education

Courses Prerequisite for Students Entering at Level II

The Teaching of Reading i.e., Ed 104, Ed 421, or Ed 521

Mathematics in the Elementary School i.e., Ed 108, or Ed 520

These prerequisite courses may have been taken at any time and at any college or university at the undergraduate or graduate level. Students who are unable to take these courses before starting the program, may register for these courses concurrently with their other courses, increasing their total coursework to include them.

Typical Courses for Visually Handicapped:

Research Methods in Education
 Educational Psychology
 Educational Assessment of Learning Problems
 Remedial Strategies
 Visual Handicaps and Education
 Home and Personal Management
 Interpersonal Relations
 Infant and Preschool Exceptional Children
 Evaluation and Guidance of Exceptional Children
 Orientation and Mobility for Teachers of the Visually Handicapped
 Teaching Strategies for the Visually Handicapped

Seminar Mentally Retarded-Emotionally Disturbed Communication Skills for the Visually Handicapped
 Student Teaching: Visually Handicapped (part-time)
 Observation: Special Education

Student Teaching: Handicapped

Level III – For students already certified in Elementary or Secondary Education and to teach the Visually Handicapped.

Programs are individually planned according to the student's past experiences and career goals.

3. Deaf/Blind, Multihandicapped Program

Coordinator: Mr. Lawrence Campbell

The Deaf/Blind, Multihandicapped program is a two year course of study in which special education majors from accredited institutions of higher education may enroll at the end of their junior year and receive a B.A. at the end of the first year of the program and a M.Ed. at the end of the second year or may enroll at the graduate level. Preference is generally given to the latter.

The program is designed to meet a national need for specialists prepared to work with deaf/blind and other severely multihandicapped children. The course of study combines theory and practicum in an ascending level of sophistication. Students enrolled in the program participate in practica experiences throughout the country and must signify a willingness to relocate outside of the Boston area.

4. Peripatology Program

Coordinator: Mr. Hugo Vigoroso

The Peripatology Program prepares personnel to teach orientation and mobility to youth and adults who are blind or visually handicapped. Orientation and mobility teaching encompasses the art and science of presenting to blind or visually handicapped individuals those aids, methods, services and skills which enable them to move from one place to another with confidence, safety and purpose.

The program of studies leading to an M.Ed. degree consists of academic and clinical work over a twelve (12) month period. Students may enter the program in June or September.

The required course work is offered by regular faculty members of the Graduate School and special faculty members drawn from the medical centers and agencies for the blind in Greater Boston. Practicum phases are conducted in cooperation with agencies and schools serving blind children and adults.

Practicum instruction and experiences are provided throughout the program. This segment of the program is divided into three phases: blindfold work during which time students learn to travel without the use of sight, supervised teaching period which includes observation of teaching and beginning teaching experiences, and the final phase, where students teach at a school or agency with minimum supervision.

5. Dual Program for Teachers of Visually Handicapped (or Multihandicapped) and Peripatology

This is an individually planned program of 14 credit hours which permits persons certified or certifiable as teachers of the visually handicapped (or multihandicapped) to be certifiable in peripatology and which permits peripatologists to be certifiable as teachers of the visually handicapped. The fourteen credit hours will include course work and practicum for the area in which she/he seeks additional qualifications. This new component may be taken full-time in a six month period, or part-time in a nine month period.

Persons completing a dual program will be qualified for positions requiring specialized training in teaching the visually handicapped and peripatology or for positions requiring specialized training in teaching the multihandicapped and peripatology.

Department of English

Master of Arts Program

Students seeking the Degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 18 semester hours of graduate credit and to pass three examinations: a written examination in criticism, a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

The total tuition cost for the M.A. program in English is identical with that of other (30-hour) programs at Boston College (\$2850) even though only 18 credit hours of work are involved *pro forma*. The fee per credit hour will remain the same, i.e., \$95/credit hour, so that following completion of formal course work ($\$95 \times 18 = \1710), there will remain a residue of \$1140 for tutorial, guided research, independent study, and other courses up to thirty hours. The English Department will notify the Registrar's office the beginning of the term in which the student plans to be graduated. At that time the student's credits will be checked and bills mailed from the Treasurer's office.

The written examination is based on four texts, which are announced at the beginning of each semester. A candidate writes on three of the texts, for two hours on one of them, and for one hour on each of the other two. The candidate is expected not only to be thoroughly familiar with the texts themselves, but also to gain a thorough working knowledge of the critical and scholarly literature relevant to the three works chosen. The candidate is to discover the aspects of each text that have been of critical and scholarly concern—e.g., style, textual problems, allegorical significance, relation to genre, to sources, to the author's corpus, to the author's biography, and the like—and to reach informed conclusions on the issues involved. In all three of his answers the candidate must demonstrate a grasp not only of the texts, but of the critical problems raised in the secondary sources.

The examination in modern languages will also be offered each semester and the candidate may take it in a number of languages related to an area of special interest.

The oral examination is offered each semester and may be taken only after the candidate has passed the written examination in criticism and the foreign language examination. It is administered by a committee which questions the candidate upon a list of twenty titles of literary works, which are chosen by the candidate and approved by the Department. When submitted for approval, the list is to be accompanied by an explanatory essay of adequate length. The list of titles and its accompanying essay are expected to display or imply some coherence of literary tradition or history through an exploration of periods, genres, themes, topics, styles, or similar modes of literary history. Lists confined to a single author or to a too narrow or provincial concept of literary history or tradition will not be approved. It is expected that a majority of the titles be of works not studied in the candidate's graduate courses.

There is no thesis requirement connected with the program.

Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which are learned from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of History, Sociology, Political Science, and English. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues in his chosen field.

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect a capacity to synthesize diverse areas of knowledge and will focus on the candidate's major interest. The examining board should consist of at least one member of the American Studies committee.

There is no language requirement for the M.A. in American Studies.

An applicant for admission to the American Studies program should submit an application to the department of the desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

Master of Arts in Medieval Studies

Parallel to the Degree of Master of Arts, but different from it in significant ways, the Master of Arts in Medieval Studies is awarded to students who have satisfactorily completed courses granting at least 30 semester hours of graduate credit, and have passed three examinations: a written examination in criticism, an examination of a foreign language, and an oral examination based on a list of 20 literary works.

Among the 30 credits which must be obtained through course work, 3 semester-hours of credit must be in Old English, 3 in early Middle English, and 6 in graduate seminars in the medieval area (such as Critical Approaches to Medieval Literature) offered by the department once each year; a minimum of 6, and a maximum of 12, credits in courses other than those offered by the Department of English which are relevant to a degree in Medieval Studies — such as history, philosophy, theology, Germanic studies, and Romance languages — is also necessary. The candidate may,

with the permission of the Director of the M.A. in Medieval Studies Program, substitute 3 semester-hours of credit in graduate courses, offered by the English Department and by other departments, that are not in the medieval period but can be shown to be relevant to the Medieval Studies Program.

The written examination in criticism is based on five texts announced at the beginning of each semester, two of which will be Old English works, the other three being Middle English. The student is to write for two hours on one of the texts, and for one hour each on two others, choosing one Old English and two Middle English texts, a total of four hours in all. As with the regular M.A. in English, "the candidate is expected not only to be thoroughly familiar with the texts themselves, but also to gain a thorough working knowledge of the critical and scholarly literature relevant to the three works chosen." (See above, under "Master of Arts Program," for a complete description of the expectations for this examination.)

The successful passing of an examination in Latin, French, German, or Italian will fulfill the foreign language requirement for the M.A. in Medieval Studies. It will be given each semester.

The oral examination, an hour in length, may be taken only after the candidate has passed the written examination in criticism and the foreign language examination. It will test the candidate's knowledge of Old and Middle English language and literature both broadly and narrowly: the relationships between texts as well as detailed knowledge of individual texts. Early in the semester in which he wishes to take this examination, the candidate will submit a list of 20 titles of literary works he wishes to be examined on, including 3 relevant non-English medieval works and 3 relevant classical works, to the Director of the M.A. in Medieval Studies Program, who will submit the list to the M.A. in Medieval Studies Committee for approval. No explanatory essay is necessary, but some coherence and balance in the titles is expected. The examination will be given by a committee appointed by the English Department. By petition, one member of the examining committee may come from one of the other departments in which the candidate has taken courses.

There is no thesis requirement for the program.

Graduate Assistantships and Teaching Fellowships

A number of assistantships and fellowships, with stipends up to \$2400 plus remission of tuition, are available for M.A. candidates.

Doctor of Philosophy Program

No more than five students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

Fellowships up to \$2000 are offered which will free the student for three years of full-time study, and one year of teaching experiences designed in relation to the student's program.

The candidate will be expected to choose a field of concentration, on which an oral examination will be taken during the third year, and will also be asked to give evidence of familiarity with three other areas.

The candidate may demonstrate knowledge of them in written examinations or, when suited to the course of study, will be permitted to submit other forms of evidence: write

an essay, deliver a lecture, defend an outline for a course, plan an anthology.

Students will be encouraged to submit proposals for individual variations of such a program. Those interested in interdisciplinary studies (e.g., Medieval or American Studies) may demonstrate knowledge in a related area in substitution for one of those above.

Course Requirement

The specified course requirements are a graduate seminar and participation in a departmental colloquium each semester for the first four terms and the remainder of the student's program may include other courses chosen from a wide offering in the graduate English department or in related fields. When appropriate the student will be urged to devote much of the first two years to individual reading and writing under the direction of various members of the graduate faculty.

Language Requirement

The candidate will be asked to demonstrate a knowledge of one foreign language and its literature, or an ability to read two foreign languages.

The department will test the student's ability in the chosen language by asking him to use it in working out scholarly or critical problems designed in relation to his other studies.

Thesis Requirement

The student will be given a full year to write a thesis under the direction of an advisor.

Topics demanding extended development may be submitted in dissertations of book length. Students will, however, be advised to work on subjects which they can treat in a more concentrated article or essay to be completed in polished publishable form by the end of the fourth year.

Teaching

A full year will be devoted to teaching under the direction of individual faculty members.

The doctoral candidate will not teach simply as an assistant or in "service" courses, but will be given a variety of opportunities to teach in courses related to the thesis, the field of concentration or other phases of the graduate work. The student will be encouraged to make connections between his studies and the teaching for which he will be preparing.

Research Service

Each first- and second-year student will serve as a research assistant to a faculty member in the English Department. The duties, which will not be extensive, will introduce the student to specific problems of research and scholarship.

Department of Geology & Geophysics

Master of Science Program

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in geology or geophysics with courses in physics, mathematics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2)

students well-prepared in one or more of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam are required.

Requirements: No single curriculum is prescribed once the department's undergraduate requirements are fulfilled; instead course and research programs are developed by the student and an advisory committee that are consistent with the student's background and professional objectives.

Students entering without broadly based backgrounds in either geology or geophysics generally require more time to complete the degree program. All M.S. degree candidates are required to complete a minimum of 36 course credits; of these, up to six credits may be in undergraduate level geology and geophysics courses, and up to six credits for the required M.S. thesis.

Up to 18 credits may be obtained by cross-registration in the Department of Geology at Boston University through a co-operative program. A comprehensive oral examination is given each student near the end of the program.

Master of Science in Teaching Program

The Department offers a program leading to the Master of Science degree in Teaching in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. Plans A and B are commonly for those candidates without prior teaching experience; a 36 credit minimum M.S.T. degree program in which at least 15 credits are in earth sciences, 15 credits in education, and six credits are for supervised internship teaching. Plan C is for experienced teachers and is a 30 credit minimum M.S.T. degree program, of which at least 15 credits are in earth sciences.

The general application procedures for the M.S.T. degree program are those described for the M.S. degree program. Graduate Record Exam scores, Verbal, Quantitative, and Advanced, are required.

Requirements: No single curriculum is prescribed. Instead, flexible course and research programs are developed by the student and an advisory committee based upon the student's background, need, capabilities, and projected goals.

Doctor of Philosophy or Doctor of Education Program

The School of Education offers a program leading to the Ph.D. or D.Ed. degree with a concentration in Science Education. The Department of Geology & Geophysics cooperates in this program by providing the opportunity for individuals interested in Earth Science Education to acquire added concentration through Department courses and research. For further details, consult the catalog description of the program in the Department of Education.

Assistantships and Fellowships

Teaching and research assistantships and teaching fellowship awards of up to \$2500 are available depending upon

qualifications. These are awarded with or without tuition remission. M.S.T. degree candidates in Plan A may be eligible for teaching internships in a local school system; these carry a stipend of up to \$3,750 and earn six credits in student teaching.

Boston University Cooperative Program

The Department operates a cooperative program with the Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses which are unavailable at Boston College but available at Boston University. A list of these courses is on hand at the Department office.

Department of History

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Modern European History, Russian and East European History, and American History. The department offers supplementary work in Latin American History and Asian History.

Programs have been established in American Studies, in Russian and East European Studies, and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service as a teacher-scholar. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

The Master of Arts in History

This program offers an M.A. with or without a thesis. Able students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in history are encouraged to pursue an individual course of study. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special field of concentration. Considering these criteria, students must select and complete 18 hours in a major field and 12 hours in a minor field. Available as major or minor fields are Medieval History, Modern European History (encompassing English, Continental Europe, Russian and East European History), and American History. The minor fields available are Latin American History, and Asian History. Any student whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, request the Graduate Committee of the department for

permission to substitute a different proportion or variety of courses and fields than those normally required. The opportunity for study in a major or minor field is open to the extent that the department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the major field.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major field. They must also write a substantial paper in a graduate course in their minor field. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in his chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and .3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his capacity to synthesize diverse areas of knowledge and will focus on his major interest. The examining board should consist of at least one member of the American Studies committee.

Admission to American Studies

An applicant for admission to the American Studies program should submit his application to the department of his desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

The Master of Arts in Russian and East European Studies

The Russian and East European Center at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian and East European studies on the graduate level. The Center is supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

This program is specifically set up to help prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to students entering this program that it is an interdepartmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the Center will be granted to students in addition to the degree which they earn in history, economics, political science, languages, or philosophy.

Candidates for the M.A. in Russian and East European Studies without the thesis will earn eighteen hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. Candidates for the M.A. in Russian and East European Studies with the thesis will earn twelve hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. They will write their thesis in the field of Russian and East European History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in History will remain in effect.

A mastery of the Russian language is essential, in addition to the knowledge of at least one East European language.

The M.A. thesis must be in a subject from the Russian and East European area of study. Successful completion of a final comprehensive examination is required in order to achieve the graduate certificate from the Center.

Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Admission into the Ph.D. program in History is attained only after completion of the M.A. degree, and through formal acceptance by the Graduate Committee of the History Department. Acceptance into the program is based upon the Committee's judgment of the student's capacity to deal with substantive areas of historical knowledge, as well as the ability to write an original and scholarly dissertation on a significant subject.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of

a specified number of courses. The department is essentially concerned with a student's broad preparation as a historian. Therefore, the subsequent requirements are to be considered minimal, and may be modified by the advisory board as individual circumstances warrant.

1. *Residency Requirement:* The student must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement.
2. *Advisory Board:* During the first semester of residency, the doctoral student shall propose to the Graduate Committee an advisory board of three faculty members, which will assist the student in developing a program of study based upon the general principles and requirements of the department. This board will help the student prepare for the oral comprehensive examination and will serve as part of the student's oral examining board.
3. *Plan of Study:* By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may substitute a discipline related to history as one of the two minor areas. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Any change, however, must be filed with the Graduate Committee.

To assure broad preparation as a historian, the student must complete at least one seminar in the major area, and one additional colloquium or seminar in the minor field before taking the comprehensive examination. In addition, some advanced-level work is required in three areas—American History, Modern European History (post-1789), and Pre-Modern European History (Early Modern or Medieval). This is not meant to imply that the student must offer all of these areas on the comprehensive examination, but is rather meant to guarantee a minimum exposure to the wide range of history. The student's advisory board may consider undergraduate major work or M.A. level work as complete or partial fulfillment of this requirement.

4. *Areas and Fields:* Among the areas and fields a student may choose to study are the following:

Areas	Fields
American History	American History to 1789
	American History, 1789–1877
	American History, 1865 to present
	American Intellectual History
	American Social History
	American Urban History
	American Racial and Ethnic History
	American Diplomatic History
	American Religious History

Modern European History	Modern Europe, 1789–1914 Modern Europe, 1870–1945 Contemporary Europe Modern European Intellectual History Modern European Social and Economic History Modern European Diplomatic History Germany History since 1789 French History since 1789 Italian History since 1789 Eastern Europe since 1789 Russian History
Early Modern European History	Renaissance and Reformation Counter-Reformation Europe Europe in the 17th and 18th Centuries England in the 18th Century Early Modern French History Early European Social and Economic History
Medieval History	Medieval England to 1485 Medieval France Medieval Spain Medieval Church History Medieval Intellectual History
Other Areas (Minor only)	History of China Latin American History
Related Discipline	Selection made in consultation with the student's advisory board.

5. *Related Disciplines:* Before taking the comprehensive examination, the student is expected to gain some understanding of a discipline related to history. Therefore, a student who does not choose to offer a related discipline as one of the minor areas on the comprehensive examination must complete, with a grade of B+ or better, at least two semesters of advanced-level work in a related discipline approved by the advisory board. Undergraduate major work, or work done at the M.A. level, may be considered by the advisory board to fulfill this requirement. Substitution of other areas of study must be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.
6. *Language Requirements:* Before taking the comprehensive examination, the student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin before taking the comprehensive examination.

In some cases in United States History, but only where its greater utility to the student's major area of study can be demonstrated to the advisory board, another professional skill (e.g. statistics, computer analysis, continuing reading fluency in the first foreign language) may be substituted for the second foreign language. Any such substitution must be approved by the Graduate Committee.

7. *The Comprehensive Examination:* The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.
 The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.
8. *The Dissertation:* Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject officially approved by the student advisory board and filed with the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.
 When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from outside the graduate faculty must be approved by the student's advisory board. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a board consisting of the Chairman of the History Department, readers of the dissertation (including the dissertation director), and members of the faculty. Once this examination is successfully completed, the Chairman will notify the Dean of the Graduate School that the Candidate has completed all the requirements for the Ph.D. degree in History.
9. *Time Limit:* All requirements for the Ph.D. degree in History should be completed within five consecutive years from the commencement of doctoral studies. Extensions of this time limit may be made only with the approval of the Graduate Committee.

Department of Mathematics

Master of Arts Program

The program leading to a Master of Arts degree is designed for students wishing to study mathematics at an advanced level leading to a career in some area of mathematics or

mathematics teaching or possibly into further graduate work in mathematics.

Requests should be made to the department for application forms. The graduate record examination scores are not required but should be sent if they are available.

The credit requirements for this program are either 30 credit hours in courses in the department and participation in a non-credit seminar (Mt 902-903) or 24 credit hours in courses with a thesis (six credit hours). The first option usually requiring two academic years is recommended although a student wishing to finish more quickly would prefer the second.

All students are required to take (or have the equivalent of) Mt 802-803 (Analysis), Mt 816-817 (Modern Algebra) and either Mt 812-813 (Real Variables), Mt 814-815 (Complex Variables) or Mt 818-819 (Abstract Algebra). All students must pass a written comprehensive examination in algebra and analysis and a reading examination in French, German or Russian.

A number of courses at the undergraduate level can be taken for credit towards the M.A. degree depending on the special needs of the student although Mt 440-441 (Topology) is always accepted for credit. Some courses from other departments may be used for credit towards the degree upon recommendation of the graduate committee.

Master of Science in Teaching Program

The department offers a program leading to the Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plans A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, Mt 802-803 (Analysis), or the equivalent, is a requirement. There is no language requirement but M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include Mt 451 (Geometry), Mt 430 (Number Theory), Mt 426-427 (Probability and Statistics), as well as a course in Computer Science (Mt 460). There are also courses offered in the Summer program that can be used for credit. Students should consult with the chairman for further information.

Mathematics Institute

Master of Arts (Non-Research) Program

The Master of Arts (Non-Research) Degree in mathematics is designed for teachers of mathematics. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites fall short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

A minimum of thirty (30) graduate semester hours are required for the master's degree. Not more than six semester

hours of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean of the Graduate School and the Director of the Mathematics Institute. The candidate must pass a written comprehensive examination on his/her course work. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of the Mathematics Institute before the degree is awarded.

There is no modern language requirement for the Master of Arts (Non-Research) Degree in mathematics.

Department of Nursing

Philosophy and Purposes of the Program

The Department of Nursing is guided by the philosophy and purposes of the Graduate School and the School of Nursing at Boston College. The various nursing curriculums aim to prepare clinical specialists and teachers of nursing who can (1) approach clinical and professional problems in a systematic, scientific manner, utilizing a sound theoretical framework for action; (2) define and evaluate nursing practice; (3) critically evaluate relevant concepts from theories in nursing and allied disciplines; (4) contribute to the formulation of theories in nursing using appropriate techniques of measurement; (5) function as a role model in initiating changes in nursing, the study of nursing, and health care practice; and (6) collaborate with professional colleagues and citizens in redesigning health care systems.

Admission and Program Requirements

The Department of Nursing offers a program leading to the Master of Science degree. The student may pursue a course of study in either clinical specialization or teaching. Advanced preparation is provided in four areas of clinical nursing: Medical-Surgical, Community Health, Maternal-Child Health and Psychiatric-Mental Health Nursing.

Requirements for application include: a baccalaureate degree in nursing from an NLN accredited program; a cumulative grade of B or better for all baccalaureate courses; a cumulative grade of B or better for all nursing courses taken at the baccalaureate level; two letters of recommendation from former teachers, and, if possible, a letter from one who can evaluate recent professional performance; and verbal and quantitative scores from the Aptitude Test of the Graduate Record Examination. An interview with a faculty member of the Department of Nursing may be required.

Applicants who are admitted to the program must provide evidence of certification as a registered nurse in Massachusetts, evidence of coverage by malpractice insurance and physician certified evidence of having undergone a complete physical examination during the preceding three months.

All students are required to pass a comprehensive examination and to write a clinical paper.

Accreditation

The Master of Science program is accredited by the National League for Nursing.

Community Health Nursing

Curriculums are offered in two areas of specialization: (1) preparation of community health nursing faculty for collegiate schools of nursing; (2) preparation of community health nursing specialists. Each curriculum requires 2

semesters and an intersession of full-time study and a minimum of 30 credits for completion. All students are required to have a car available for use during field experience. A beginning course in statistics is a prerequisite.

All students are required to take Nu 700, Nu 702, Nu 704, Nu 705 and Nu 794. The opportunity to choose three to six credits of elective courses is available.

Students in the teaching curriculum are required to take a course in curriculum and Nu 707.

Maternal-Child Health Nursing

Curriculums in maternal-child health nursing focus on the preparation of candidates for expanded roles in maternity and pediatric distributive care. These curriculums were developed jointly in 1970 by the Boston College Graduate School of Arts and Sciences, Department of Nursing; the Boston College School of Nursing; the Harvard Medical School, Departments of Obstetrics and Gynecology and of Pediatrics; the Boston Hospital for Women; and Children's Hospital Medical Center.

The curriculums were designed to prepare clinical specialists in maternity ambulatory care and pediatric ambulatory care. Each curriculum has as its goals: (1) expansion of the clinical practice responsibilities of the nurse; (2) development of the collaborative role with physicians; and (3) the development of the clinical specialists as teacher-practitioner, i.e., one who teaches out of her practice base. Each curriculum requires three semesters of full-time study and 36 credits for completion. One year of work experience as a registered nurse is a prerequisite.

All students are required to take Nu 740, Nu 741, Nu 754 and Nu 794. In addition, students in the maternity curriculum are required to take Nu 744, Nu 745, Nu 755, Nu 756 and Nu 759. Students in the pediatric curriculum are required to take Nu 748, Nu 749, Nu 757, Nu 758 and Nu 761.

Medical-Surgical Nursing

Curriculums are offered in two areas of specialization: (1) preparation of medical-surgical nursing specialists; (2) preparation for faculty positions in medical-surgical nursing. Each curriculum requires 2 semesters and a summer session of full-time study and a minimum of 32 credits for completion.

All students are required to take Nu 795, Nu 796, Nu 800, Nu 801, a course in counseling or guidance and a cognate course in psychology. The opportunity to choose three to six credits is available.

Students in the teaching curriculum are required to take Nu 807, Nu 808 and a course in curriculum. In the clinical specialization curriculum Nu 815 and Nu 816 are required. A course in administration is recommended.

Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practitioners in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. A research component is required to advance the student's capacity to apply scientific methodology to the investigation of health and illness.

The curriculum requires 2 semesters and an intersession of full-time study and a minimum of 33 credits for completion. Students will need to provide transportation for themselves.

All students are required to take Nu 324, Nu 795, Nu 796, Nu 840, Nu 841, Nu 844 and Nu 854.

Department of Philosophy

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his own major interests. Small seminar-type classes are the rule, and students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all masters' students and proficiency in one modern language is also required.

Institute in Marxist Thought

Makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself. The requirements are those of the Philosophy Department (30 credit hours, comprehensive examination, M.A. paper) and the Institute assumes the responsibility of working out a sequence of courses suited to each individual's needs and interests and directs the students to take at least two Marxism-related courses in departments other than Philosophy for a better interdisciplinary approach. In addition, the Institute also runs a special seminar each year in conjunction with the Summer Session. Further information is available from Oliva Blanchette, Ph.D., Institute Director.

Financial Aid

The University welcomes applications for the following programs of aid: University Fellowships (\$2600); Teaching Fellowships (\$3400); Research Assistantships (\$2200).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the

doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Department of Physics

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a master's degree must pass a qualifying examination (Master's Comprehensive) administered by the department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairman and normally shall be administered each September and March. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of Ph 799 Readings and Research may be applied to any master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty. A submitted thesis shall have at least two faculty readers, including the director, assigned by the department. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Committee on Graduate Affairs with approval by the Chairman. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select his field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be his principal advisor, the student shall inform the Chairman of this major field selection and the Chairman shall appoint, with the approval of the department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his graduate studies.

Requirements

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742 and an additional distributional requirement of four courses chosen in four distinct areas from the graduate offerings of the department or from other graduate departments with approval of the Chairman.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his overall program of studies.

Comprehensive Examinations

Within two years of entering the doctoral program, each student must take the comprehensive examinations, normally offered each September. These examinations consist of two parts: the Generals and the Special Field Examination. The Generals are a written examination prepared by a faculty committee of three announced by the Chairman and based essentially on the courses Ph 722, Ph 733, and Ph 742.

The Special Field Examination is prepared by the student's Doctoral Committee and consists of a written part and an oral part. This examination is based upon a course of study worked out between the student and his Doctoral Committee designed to prepare the student broadly in topics that relate to the special field.

The comprehensive examinations are evaluated by the faculty committee in charge with the approval of the graduate faculty. A student becomes a *doctoral candidate* upon fulfilling the departmental comprehensive examination requirements.

Thesis

In consultation with his Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairman. An open meeting shall be scheduled at which the student shall discuss his thesis proposal. The Doctoral Committee with the approval of the Chairman shall decide upon accepting the proposal.

The Chairman shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three faculty members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral

examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Committee on Graduate Affairs with approval of the Chairman.

A variety of theoretical studies are conducted within the department in areas such as space physics, plasma physics, and astrophysics; elementary particles, high energy physics, and current algebras; the theory of "elementary interactions" as applied to classical and quantum physics; solid state and mathematical physics.

Experimental programs are mainly in solid state and magnetospheric physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Magnetospheric research is concentrated in auroral and airglow physics; this involves collaboration with various satellite experimenters at other institutions.

The research offerings of the department are supplemented by adjunct programs with neighboring laboratories and these provide further opportunities for research in nuclear physics and ultrasonic studies in fluids and plasmas.

Boston College is a participating institution for available government fellowships and grants. The department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

Department of Political Science

The department of Political Science offers both the master's and the doctor's degree. A comprehensive and varied curriculum is available, with an unusual blend of scientific, philosophical and practical concerns.

Master of Arts Degree

The Political Science Department awards its own master's degree and also participates in the American Studies M.A. program. The former requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The latter does not require more than eighteen credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology or philosophy. In each case the option of writing a thesis also exists. Candidates for the degree in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairman, a limited number of related courses in other departments may be taken as well.

Doctor of Philosophy Degree

The department of Political Science offers the doctorate in the four basic areas of Political Science: American Politics, Comparative Politics, International Politics, and Political Theory. The satisfactory completion of sixteen courses, preliminary and comprehensive examinations, an examination in at least one language, and a dissertation is required for the degree. It is expected that a student with the bachelor's degree will be able to complete all doctoral requirements in something like three or four years. About five students are admitted each year.

Doctoral candidates are expected to major in one area of political science and choose minors in the other three areas (one of which can be replaced by offerings from other departments, including a second language). Courses, in the main, consist of seminars, small group colloquia, and individual study.

Graduate Record Examination

All candidates for the M.A. and Ph.D. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Aptitude score only.

Graduate Assistantships

A number of assistantships, with substantial stipends (as well as remitting tuition), and a few tuition remissions are available for outstanding Ph.D. candidates.

For further information, please write the director of graduate studies in Political Science.

Department of Psychology

The Graduate Program in Community Social Psychology at Boston College offers a Ph.D. to full-time students who are interested in using theories and methods of social psychology in analyzing community problems and the methodologies of social change. The program explores the role of the psychologist in community related research, intervention, and planning. It combines academic training, a research apprenticeship, and field experience in an effort to produce trained scholars in social psychology with sufficient practice skills to permit effective research in community settings.

The program is specialized and perhaps unique; it has several dominant themes which are considered at several levels of behavior with an emphasis on specific methods:

- The themes are: social inequality, social conflict, social change and human services for social casualties.
- The levels are: the individual, the group, the organization or social institution, and the community.
- The methods are: research, social planning, behavior modification, group methods of intervention, consultation, and social action.

The field work requirement is extensive and a continuing effort is made to integrate field experience with academic work.

Prerequisites

Entering students are expected to have had a course in statistics, in research methods, in a social science, and a background in psychology and the social sciences. Although an undergraduate major in Psychology is desirable, it is not required. Students may be required to make up deficiencies in prerequisites without academic credit. In addition to a

serious interest in theory and inquiry in social science, students are expected to have demonstrated an interest in community problems and social issues. Mature students with relevant work experiences are encouraged to apply.

Application

Results of the GRE Aptitude Test and the Miller Analogies Test are required with the application, together with a statement of interest.

Requirements

Requirements for the degree include: 1) 66 credit hours, including six hours of fieldwork seminars, 2) a predoctoral research project, 3) completion of a wide-ranging comprehensive examination, 4) completion of extensive and varied supervised fieldwork experiences, totaling the equivalent of at least nine months of practice, and 5) a dissertation reporting original research in the field of Community Social Psychology.

There are no language requirements. During the first year each student will be assigned or will select a faculty member with whom he will serve a research apprenticeship. The following courses are required of all students: Social Psychology (Ps 703 and 704), Research Methods (Ps 705 and 706), Statistics (Ps 708 and 709), Field Work Seminar (Ps 801 and 802) and Community Psychology (Ps 850 and 851).

Residence

Three years of full-time residence normally will be expected, although it is recognized that exceptions will be necessary to accommodate students with extensive previous preparation.

Department of Romance Languages and Literatures

The Department of Romance Languages and Literatures offers Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy programs in French and Spanish. Course and degree requirements have been designed to provide candidates with a solid grasp of their general field of interest, create a foundation for doctoral research work, or offer preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or insure the development of his proficiency as a language teacher.

Courses are also offered in Italian, Portuguese, Medieval Latin, and Rumanian to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French and Spanish who have completed course coverage of their major field may take these courses for credit toward their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields.

RL-790 Reading and Research courses will be given only if students show a genuine need for such courses. No RL-790 Reading and Research courses taken during the year of residence shall be counted as courses contributing to the fulfillment of the student's residence requirement. RL-790 Reading and Research courses are not admissible at the Master's level.

Prerequisites for Admission

Students applying for admission to graduate degree programs in Romance Languages and literatures must satisfy the following prerequisites:

1) They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies this requirement. At least two full-year period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

2) They must have acquired an active command of their major language; they must be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French and Spanish. To test this proficiency, all entering students will be obliged to take an examination at the beginning of the semester. The examination will include an oral interview and sections on writing, phonetics, and listening comprehension. Students with low scores will be required to undertake remedial work. Those who perform poorly on the writing section, for example, will be asked to take Advanced Composition and/or Stylistics. Advanced Composition does not receive graduate credit.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

All persons seeking admission to the Department's graduate programs as special students are required to submit transcripts of their undergraduate records and two letters of recommendation before being considered.

The Master of Arts Degree

Candidates for the M.A. in Romance Languages and Literatures must normally earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. With good coverage in the literature of their specialization, however, they may be allowed to take six credits in a second language.

It is highly recommended that students take a course in the cultural backgrounds of their literature either at Boston College or in a summer program abroad, which the Department has approved for transfer credit beforehand.

Reading knowledge of a second language must be demonstrated. At the discretion of the Chairman, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

Oral Comprehensive Examinations

Upon completion of his course requirements, an M.A. candidate must pass a comprehensive oral examination of no more than one hour's duration to show mastery of his field in the following respects:

a) Knowledge of the literature in his field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based on the Departmental reading lists.

b) Fluency in the use of the major language. A sufficient portion of the examination is conducted in French or Spanish to determine this fluency.

The Master of Arts Thesis

A candidate for the M.A. whose course background is considered adequate and who gives positive indications of ability to produce original, meaningful research work may

be allowed to offer a thesis in lieu of six course credits. This permission is granted by the Chairman upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who could be involved in the direction of his thesis.

Summer M.A. Program in French

An M.A. may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, the requirements of this M.A. program are the same as those of the regular M.A. program.

The Master of Arts Degree in Medieval Studies

A revised program leading to the Master of Art degree in medieval studies will be offered to qualified students who wish to go beyond the general objectives of the M.A. and specialize in the Middle Ages. Interested candidates should consult their advisors with respect to the conditions for admission and requirements for the degree, pending the announcement of the program's implementation.

Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn at least nine credits in literature of the fifteen credits required of them in the Department. The remaining six credits may be used to satisfy deficiencies in the areas of Stylistics and Cultural Backgrounds. If, having divided his six credits between Stylistics and Cultural Backgrounds, the student is obliged to take three more credits in the former, the additional three credits cannot be counted toward fulfillment of his graduate course requirements.

M.A.T. students requiring remedial work will be asked, according to their need, to take Phonetics and Applied Linguistics, Advanced Conversation, or Advanced Composition and Introduction to Literary Analysis – or possibly a combination of these – without graduate credit.

Oral Comprehensive Examinations

Upon completion of his course requirements, an M.A.T. candidate must pass a comprehensive examination composed of two parts. The first part is a written test of twenty to thirty minutes' duration on a subject chosen by the Department. The candidate must pass this first part before being admitted to the second, which is oral, lasts forty-five minutes, and is based on course work, with questioning of a more general nature based on the Departmental reading lists.

Thesis

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. They are expected, however, to demonstrate their ability to do individual work at the graduate level by their performance in seminars and preparation of term papers. There is no requirement in the M.A.T. program regarding the reading knowledge of a second foreign language.

The Doctor of Philosophy Degree

Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted

for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he may transfer a maximum of six graduate credits. In order that transfer credits be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve courage of their major literature equivalent to that required for our M.A. The coverage will be tested by a regular M.A. comprehensive examination. In addition to the M.A. comprehensive examination, the students must also take a test demonstrating their reading knowledge of a second foreign language, as required in the M.A. program – unless they can show that they have already satisfied this requirement in the course of their work toward the M.A. degree.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course (RL 705–706 in French, RL 905–906 in Spanish) is mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of Latin is required of all candidates, regardless of Plan, and should be achieved early in the program. A reading knowledge of German is compulsory only in Plan III. It is highly recommended, however, for Plans I and II.

5) One year of residence is required, conceived of as two four-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking three courses per semester while teaching two. Students teaching elsewhere also fulfill the residence requirement by taking three courses per semester.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he is engaged in writing his dissertation.

6) Ordinarily, Doctoral candidates will be permitted to take only one course for credit during the summer. Exceptions may be granted only when the student is unusually well-qualified and has obtained the permission of the Chairman and both professors.

7) Upon completion of his course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and May. The student should notify the Departmental office three months in advance of his intention to take the examinations, reserving the option to withdraw his examination application at least one week before the schedule date. An eight-year limit established by the Graduate School for the completion of Doctoral work is intended to cover exceptional cases in which candidates may be hampered by hardship and/or matrimony. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

8) The subject of the dissertation must be submitted for approval by the Department after the student has passed all his comprehensive examinations. The Department agrees with most scholars in the field in considering the Ph.D. to be essentially a research degree, for which the program of courses leading to comprehensive examinations is but a preparation. It is a preparation, however, that costs years of concentrated work and it must lead to something more than the publication of articles.

The student's area of research must come out of his own cultural experience and intellectual curiosity. He is the one who selects at least the general topic for his proposed study, and the student who expects his advisor to serve him a made-to-order dissertation subject is not Ph.D. material.

As soon as possible after he has completed his Doctoral comprehensives, and determined the general topic of his thesis, the student is given a thesis director, an expert in the field, with whom he works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the research and writing are in progress, the thesis director alone supervises the work of the student.

March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

9) A B average is the minimal Departmental requirement for good standing.

Plans of Study

Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

- 1) A high degree of competence in one Romance language, literature, and culture. Specialization in a limited area of the literature.
- 2) Superior achievement in the area of concentration and potential for research work.
- 3) General coverage of the major literature.
- 4) Specialization according to the following options:
 French — two consecutive centuries of the major literature
 Spanish — Middle Ages and Renaissance
 Siglo de Oro (with dates)
 Nineteenth and twentieth centuries
 Latin-American literature
- 5) RL 705-706 or RL 905-906 passed with distinction.

Comprehensive Examinations will include:

- 1) General coverage of the literature — an oral examination of three hours' duration.
- 2) Area of specialization — written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) General coverage of the major literature.
- 2) Specialization in three Romance literatures (French, Spanish, and Italian).
 In the medieval period, French, Spanish, or Italian may be replaced by Medieval Latin or Provençal. The student may elect a non-Romance literature as the third of his three literatures, but he must first obtain the approval of the Department.
- 3) General coverage of the major literature.

- 4) Specialization in three literatures (comparative study of a major period or literary movement).
- 5) Seminar-level courses in the major literature. Adequate coverage of the two minor literatures in as many middle-level or upper-level graduate courses.
- 6) RL 705-706 or RL 905-906 passed with distinction.

For admission to the program, applicants must have fluent command of at least one Romance language.

A working knowledge of a second Romance language is also required, and the student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course background. The minimum coverage is six credits in the second literature and three credits in the third. Comprehensive Examinations will include:

General coverage of the major literature — an oral examination of three hours' duration.

Area of specialization — written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

The Dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

The Department feels that for literary studies two hundred pages may be considered a minimum.

Plan III: Medieval Studies

Requirements for the area of Medieval Studies:

- 1) For admission, applicants must have fluent command of at least one Romance language and a working knowledge of another.
- 2) A reading knowledge of Latin and German must be achieved by the end of the first year.
- 3) Philology: History of the Romance languages.
- 4) Literature: Medieval French, Italian, and Spanish literature. Either Italian or Spanish may be replaced by Medieval Latin or Provençal.

Comprehensive Examinations will include:

General coverage of Romance philology and medieval Romance literature — an oral examination of three hours' duration.

Area of specialization — written essay of eight hours' duration on philology or medieval Romance literature and exposé of one hour's duration, the latter limited to the area of the dissertation.

The Dissertation may deal with a study in Romance Philology, in a single medieval Romance literature, in comparative medieval Romance literature, or it may be a scholarly edition of a medieval Romance text.

Financial Assistance

The following forms of financial assistance are available to students of the Department: University Fellowships, Teaching Fellowships, Graduate Assistantships, Tuition Remission, Work-Study program.

Appointments and awards are competitive. They are based on the candidate's background and experience. The University Fellowship carries the stipulation that the holder not engage in teaching during the period covered by the award. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Boston College Bulletin (University General Catalogue). Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in Romance Languages and Literatures can be found in the Romance Languages Department Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages, Chestnut Hill, Massachusetts 02135.

Department of Slavic and Eastern Languages

A Master of Arts degree with concentration in literature or linguistics can be obtained by a minimum of thirty credits in prescribed courses and a comprehensive examination. Upon admission candidates must demonstrate a working knowledge of the Russian language, equivalent at the very least to the proficiency expected at the end of two years of college Russian, and be acquainted with the major facts of Russian literary history. Current study and examination requirements are made available to incoming students or, upon special request, to applicants for admission.

Upon request a student may combine graduate degree work in General Linguistics or Russian with graduate studies in another department through mutual arrangements by the Department of Slavic and Eastern Languages and representatives and advisors from the appropriate jurisdictions. With the approval of the chairman, certain courses from other programs in the university may be counted among the electives for the master's degree.

Information on the Master of Arts in Teaching can be requested from the Graduate Division of the School of Education.

Department of Sociology

Master's Program

ADMISSIONS: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. The department strives to develop as strong a student body as possible. Applicants are encouraged to submit, in addition to the usual GRE's, transcripts, and letters of reference, any information which might enhance their candidacy. Personal interviews, when practical, are desirable. Applications should be forwarded to the departmental Admissions Committee.

REQUIREMENTS: (a) Thirty credit hours, including one course in (1) Advanced Statistics, (2) Research Methods, and (3) Theory; (b) a comprehensive examination.

Doctoral Program

ADMISSIONS: A small number of students are admitted to doctoral study each March. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above.

REQUIREMENTS: (a) Twenty-four credit hours above the M.A. level; (b) one year of residency; (c) Ph.D. qualifying examination; (d) formal admission to candidacy; (e) dissertation and oral defense.

Financial Assistance

The department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of merit and need. Application should be made to the Admissions Committee.

Other Information

The department publishes a detailed "Guide to Graduate Study," which is available on request.

Department of Theology

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 3 graduate Theology programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

Master's of Religious Education

The Religious Education Program leads to the M.Ed. in Religious Education. Requirements: eighteen credits in Theology, twelve credits in Education, and a comprehensive examination. For students with at least three year's experience in the field of religious education, and a master's degree in a related field, the C.A.E.S. – Certificate of Advanced Educational Specialization – (thirty credits beyond the master's) is available. Academic year and summer study may be combined to accelerate these degrees. (Cf. RELIGIOUS EDUCATION under DEPARTMENT OF EDUCATION).

Master's Program

Students applying for admission to the M.A. Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means the documented and/or proven ability to do graduate level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30 credit phase of the program. Candidates for the M.A. are required to complete 30 credits for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization – Bible, Historical Theology, Systematic Theology, Religion and Society; 12 credits (6 each in two of the three other areas of specialization) must be taken along with a 3 credit M.A. seminar on the introduction to Theological research methods and to the nature of Theology. An M.A. thesis with approval of one's advisor and department may substitute for 6 of the required credits. French or German reading knowledge will be tested. Latin, Greek, Hebrew is required to the extent that it is needed in one's specialized area. Written and oral Comprehensive exams are given.

Doctoral Program

The department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

Areas of Specialization are: Religion and Society, History of Christian Life and Thought, and Systematic Theology.

Specialization in Religion and Society brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

Requirements:

LANGUAGES: The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually at the end of the second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Both written and oral examinations are required: special exams in the candidate's field of concentration, general exams in the other three areas. Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

Center for East Europe, Russia and Asia

The center is designed specifically to encourage students and faculty to participate in interdepartmental endeavors on both graduate and undergraduate levels. Participating faculty come from many departments, as can be seen from the list of center-related courses (below). Many of these same professors take part in the interdepartmental course, "Perspectives on Marxism" (bi-annually).

Several programs of specialization are available to undergraduates and graduate students, and both can earn certificates of proficiency in the field of Slavic studies. The stu-

dents should consult with the Director (Carney 201A) and with the appropriate professors in the departments that interest them.

In addition to their teaching activities, the members of the Center are involved in the publication of a specialized quarterly, "Studies in Soviet Thought". Interested students, with some knowledge of Russian or another relevant language, can enquire about participating in this project. Members of the Center are also continuing publication of the *Sovietica* series, which currently contains some fourteen volumes.

Courses:**UN 212 Perspectives on Marxism (F; 3)**

This interdisciplinary course is cosponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

For other Center-related courses, see the course listings of the Institute in Marxist Thought and of the departments of: Economics (Smolinski), Education (Lambert), History (Florescu, McNally), Philosophy (Adelmann, Blanchette, Blakeley, Návickas, Rasmussen), Political Science (Carlisle, Tang), Sociology (Bruyn), Slavic and Eastern Languages (Jones, Connolly.)

School of Management

The M.B.A. Program

The primary objective of the M.B.A. Program at Boston College is to provide mature men and women with a broad professional education that will prepare them for important management positions in business and in other institutions. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. The M.B.A. Program, therefore, emphasizes the development of the student's ability to make and execute decisions. Toward this end, the program of study is designed to accomplish goals in the following areas:

1. **Critical Analysis:** To equip students to think logically and to apply analytical methods and skills in evaluating and solving managerial problems.

This involves the ability to recognize and define significant problems, gather and evaluate information, identify alternative courses of action, and reach conclusions or solutions which can be translated into concrete decisions and actions.

2. **Business Operations:** To provide students with a working knowledge of the basic concepts and principles which have general applicability in the basic operational areas of the business firm and other institutions.

In studying the individual areas – finance, production, and marketing – the student develops his understanding of the functions and responsibilities of operational management. In broader terms, the student gains a fuller realization of the interrelationships of the basic business functions and the applicability of the management process at all levels of managerial decision-making. Primary attention is focused on the general management point of view.

3. **Changing Environment:** To develop in the student an understanding of the complex and changing environments within which the manager must make and execute his decisions.

This includes the study of the internal environment of the firm – the formal and informal organization of human resources to accomplish the objective of the business – and the external environment – the economic, political, and social system which constitutes the environment of the organization. The study of these internal and external environments raises important questions concerning the values and responsibilities of organizations in relation to the human and social implications of their actions.

4. **Professional Development:** To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Understanding of human motivations and group interaction provides a basis for improving leadership skills and for strengthening communication. Written and oral communications are stressed as skills which

are necessary for the realistic preparation of managers. While in the program, the student learns to appreciate that, as a manager, he must continue to educate himself throughout his career or risk professional obsolescence. Course work, therefore, encourages the student to learn independently and to assess the usefulness of new knowledge as the basis for developing his capacity for continued professional growth through self-education.

5. *Special Professional Interests*: To provide the opportunity for students to pursue more advanced and difficult management problems in areas of special interest.

While the program provides for breadth of knowledge in a prescribed set of course offerings, it also allows for additional in-depth study in a program of course concentrations, electives, and independent study options. In these advanced courses in the various fields of management, the teaching emphasis is on the problems, opportunities, and responsibilities of the manager in business and in other organizations.

No statement of the goals of education for management would be complete without stressing the importance of overall perspective. While students receive rigorous training in specific business disciplines and management techniques, a broad emphasis is placed upon the integration of this knowledge into a broader understanding of the role of the general management function. Some aspects of management such as planning, organization, coordination, control, human relations, problem-solving, and decision-making are most effectively presented initially in the context of individual functional courses. However, in the building block approach of the course offerings, the final courses require that the student consider management problems at the executive policy-making level. The end result is a program of studies which, while learned in the context of industrial management, is to a considerable extent applicable to management situations in nonindustrial organizations as well.

Program Approach

The M.B.A. program which is fully accredited by the Accreditation Council of the American Assembly of Collegiate Schools of Business is designed to provide students with both a common body of knowledge and an area of specialized study. The Common Body of Knowledge (CBK) includes course work in six areas: (1) Environmental Studies; (2) Management Information Systems and Financial Operations; (3) Management Operations; (4) Quantitative Analysis and Computer Science; (5) Organization Studies; and (6) Policy Formulation and Administration. The Common Body course work (with the exception of Policy) will be covered in the first half of the program. In the second half, students will have the opportunity to pursue specialized areas of business interests through a broad selection of advanced courses, electives, and seminars.

Degree Requirements

Boston College confers the degree of Master of Business Administration on candidates recommended by the Faculty of the School of Management and approved by the President and the Board of Trustees. Degree candidates are recommended on the basis of their academic performance and personal conduct in the program. All candidates must:

- Complete 54 credits of graduate-level work;
- Complete the ten prescribed courses in the Common Body of Knowledge unless course substitutions are allowed under the equivalency privilege (see below);
- Complete eight electives, including one elective from the list of policy offerings, one elective in the behavior-

al area, three or four electives in a selected concentration area, and two or three electives in areas outside of the area of concentration (If the student elects not to concentrate in a specific area, he must spread his electives over three areas.);

- Attain an overall average of 2.7 (B-);
- Complete all requirements for the degree within six years of initial registration.

Common Body of Knowledge Courses

The Common Body of Knowledge includes course work in the following areas:

1. *Environmental Studies*: The student is encouraged to develop his or her understanding of the total business environment within which he or she will operate and make decisions. To be an effective decision-maker, the manager must have an understanding of the economic, social, legal, political, and ethical implications of his alternative courses of action. Major consideration is given to the interaction between the organization and its environment, how the enterprise organizes itself to cope with its changing environment, the various kinds of environmental analyses that are helpful for strategic decision-making, and the development of concepts that aid in better understanding broad environmental developments as well as contemporary problems facing society. Overall, the area develops an awareness of the problems of decision-making under conditions of value conflicts. Students who have little or no previous course work in Economics are encouraged to take those sections of PACE which develop knowledge of economic analysis, rather than those that presume such knowledge.

Courses: Me 701 – Problems of Administration in Changing Environments I (Fall)
Me 702 – Problems of Administration in Changing Environments II (Spring)

2. *Management Information Systems and Financial Operations*: The new management technologies that have been developing during the past two decades have caused managers to look anew at the traditional functions of accounting and finance. In this sequence, particular emphasis will be placed upon the design and use of information systems for managerial decision-making and control. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise. The controller and the information systems executive are emerging as those primarily concerned with the design and use of management information systems. Controllanship and systems design will be emphasized. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Against this background, the course will then consider the financial operations of the business as they relate to current, intermediate, and long-term financing. Case materials will be used to simulate actual problem situations at various levels for different types of organizations.

Courses: Mf 703 – Management Information, Accounting and Control (Fall or Spring)
Mf 704 – Management Information and Finance (Spring)

3. *Management Operations*: The courses in this area cover the concepts, processes and institutions in the

production and marketing functions of the business enterprise. Emphasis is upon the management decisions which affect the manufacturing, marketing and distribution policies and activities of the organization. Cases, exercises, and readings describing management problems provide the basis for analysis and recommendations.

Courses: Mk 705 — Management Operations — Marketing
(Fall or Spring)

Mg 706 — Production — Operations Management
(Fall or Spring)

4. *Quantitative Analysis and Computer Science*: In recent years there has been a growth in the use of both analytical methods and computer technology by management groups. In this sequence of courses, the student will begin with an introduction to the computer including computer programming and time-sharing and batch processing methods. Emphasis will be placed on the student's use of the computer as a problem-solving aid. In this context, the course will consider mathematical and statistical methods for the description and analysis of business problems. The latter part of the two-term sequence will be devoted to a consideration of the theory and use of operations research methods in relation to managerial decision-making.

Courses: Mc 707 — Quantitative Analysis and Computer
Operations I (Fall)

Mc 708 — Quantitative Analysis and Computer
Operations II (Spring)

5. *Organization Studies*: Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to develop understanding of (1) individual human behavior, (2) group interaction, (3) current leadership theories, and (4) organization theory. The student discovers the nature of the patterns of individual and group behavior from case descriptions, organizational exercises, group discussions, role-playing activities, self-perception exercises, and observation of group interaction. The study of individual and group behavior provides the basis for examining the modern organization as a total system.

Course Mb 709 — Organization Studies (Fall or Spring)

6. *Policy Formulation and Administration*: Business policy deals with the overall general management of the business enterprise. Case studies of a variety of companies of differing size, industry, and stage of development provide the basis for determining company policy under conditions of uncertainty. In studying the complex problem situations confronting top executives, the student gains a fuller realization of the meaning of the management process, the interrelationships of the basic business functions, the allocation of human, physical, and capital resources and, finally, the critical importance of planning corporate strategy. In this course, the student must learn to apply wisdom as well as professional skill in evaluating broad problem situations and alternative courses of action involving business values and social responsibilities. As a final course in the sequence, Policy Formulation and Administration serves as the integrating experience for the total M.B.A. program.

Course: Md 710 — Policy Formulation and Administration
(Fall or Spring)

Elective Offerings and Concentrations

Beyond the Common Body of Knowledge, the student will take eight additional electives, including one elective from the list of policy offerings, one additional behavioral elective, three or four electives in a selected concentration area, and the balance in areas outside of the area of concentration.

Concentrations are offered in the following areas: Environmental Studies, Management Information Systems, Marketing Management, Financial Management, Management and Computer Sciences, and Organization Studies. The concentrations may include approved courses from other areas of the M.B.A. Program as well as approved courses offered by other colleges and schools of the University. An M.B.A. student has the option throughout the program of concentrating or not concentrating his electives. If he elects at any time not to concentrate his electives, he is required to distribute his electives over at least three fields or areas. Any student who wishes to do so may offer for consideration a "package" of logically interrelated subjects differing from any concentration specified. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. Once selected, it becomes a degree requirement. This includes the thesis seminar for six credits.

Elective offerings include:

Environmental Studies Area

Me 603	Comparative Management and Politico-Economic Systems
Me 607	Business Leadership and Urban Problems
Me 625	Political/Legal Dimensions of International Corporations
Me 801	Planning Corporate Social Policy
Me 804	Economic, Technological, and Environmental Forecasting
Me 810	Managing the Metropolis

Management Information Systems

Ma 601	Cost and Profit Analysis
Ma 603	Financial Accounting: Theory and Practice I
Ma 604	Financial Accounting: Theory and Practice II
Mi 802	Management Information Systems
Mi 803	Analytical Approach to Systems Design
Mi 804	Development and Implementation of Information Systems

Marketing

Mk 801	Marketing Research
Mk 802	Quantitative Marketing
Mk 803	New Product Development
Mk 804	Consumer Behavior
Mk 805	Marketing Cases
Mk 806	Sales Management
Mk 808	Marketing Communication and Promotional Strategy

Finance

Mf 606	International Financial Management
Mf 801	Investments: The Valuation of Financial Instruments
Mf 803	Management Policies for Non-Bank Financial Institutions
Mf 805	Finance Seminar

MANAGEMENT

Mf 806	Corporate Financial Management I
Mf 807	Corporate Financial Management II
Mf 810	Management Policies for Commercial Banks
Mf 812	Non-Deposit Type Financing Institutions Serving the Securities and Real Estate Markets

Computer Sciences

Mc 312	Computer Systems
Mc 365	Systems Analysis
Mc 370	Computer Impact
Mc 384	Statistical Data Analysis
Mc 390	Management Science I
Mc 391	Management Science II
Mc 392	Operations Research I
Mc 393	Operations Research II
Mc 402	Artificial Intelligence

Organization Studies

Mb 801	Communication and Behavior
Mb 802	Seminar in Organizational Development
Mb 803	Managerial Effectiveness
Mb 804	Group Dynamics
Mb 805	Seminar in Management Development
Mb 806	Industrial Psychology
Mb 807	Personnel Management

Production and Operations Management

Mg 375	Systems Management
Mg 601	Labor and Industrial Relations
Mg 602	Collective Bargaining and Grievance Handling
Mg 608	Management of Health Organizations and Systems
Mg 805	Project Management

Policy Formulation and Administration

Md 390	Small Business Management
Md 601	Management in the Future
Md 602	Management Thought in Perspective
Md 608	New Business Formation
Md 803	Management Decision Making
Md 804	Management of Technology
Md 806	Planning Theory and Practice
Md 895	Case Research Program

Research

Mh 891	Thesis
Mh 896	Directed Readings
Mh 898	Directed Research

Some Features of the Program

All candidates contemplating admission to the M.B.A. program should be apprised of the characteristics of the program.

Program Options

The M.B.A. program is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis. The program requirements and course offerings are the same for all students. Students may elect one of the following program options:

1. **Two-Year Program:** This option requires a full course load of four to five courses per semester for two full years.

2. **Three-Year Program:** This is an accelerated part-time program for persons who are able to take three courses per semester for three years.
3. **Four-Year Program:** This option involves two courses per semester for four years and two additional courses taken during the summer semester or as additional courses during the regular school year.

Class Scheduling Concept

As a general rule, classes in the Graduate Division are scheduled in the afternoon and evenings. Students in the first year of the two-year program will take Common Body of Knowledge courses in the afternoons, usually beginning at 1:00 P.M. In the second year, courses will be taken in the afternoons and evenings depending upon the electives chosen. Students in the three-year and four-year programs will take most of their courses in the evenings. The class schedule is designed, however, to allow a student to take a late afternoon (4:00 P.M.) and evening course on the same day. Where individual employment situations allow this, the late afternoon-evening sequence provides a practical solution to the "number of nights out" problem.

The afternoon and evening class schedule makes it possible for students to combine work experience and graduate education in business. Full-time students generally have their mornings available for part-time work (up to 3 or 4 hours per day). Conversely, persons who work full-time have the late afternoons and evenings available for classes and study. For planning purposes, a student should study on an average of six to nine hours per week for each three-credit course. This workload figure is a general rule and, as such, does not take into account individual differences in capacity and study habits. It is the student's responsibility, therefore, to determine his time priorities and to develop a reasonable balance between his study and his work schedule.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. In the M.B.A. program, we do not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he considers most effective for his course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of

the broader principles of managerial problem-solving and decision-making. In this regard, the student should realize that he will seldom be confronted with the same problem that he has studied but he will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of his preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

Independent Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. *Thesis Option*: The thesis program provides an opportunity for the student to work independently on a specific problem of his choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his own initiative, closely parallels the kind of responsible assignment given to professional managers.
2. *Independent Study Project*: A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Dean.
3. *Research Teams*: On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.
4. *Urban Management*: An Urban Management option is available within the Environmental Studies concentration. Students interested in this option take the Common Body of Knowledge courses. Beyond the core, each student has an individualized academic program that can be interdisciplinary, interdepartmental, and interuniversity based upon the student's interests and contingent upon establishment of the necessary working relationships.

Admission to the M.B.A. Program

Qualifications

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

Admission to our fully accredited MBA program is open to all qualified men and women who hold bachelors' degrees from accredited colleges and universities. No specific undergraduate major or series of courses is required for entrance. However the program is best suited for persons who have completed undergraduate work in the humanities, social sciences, natural sciences, or broadly-based engineering and business administration programs. Good preparation in English, mathematics, history, economics and the social sciences is especially desirable.

The admissions decision is based on a combination of factors rather than on any one factor. Consideration is given to a candidate's:

1. Academic record;
2. Score on the Admission Test for Graduate Study in Business;
3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extra-curricular activities;
4. Statements on the application form concerning his reason for pursuing a professional course of study in business;
5. Recommendations.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, preference is generally given to individuals with a "B" or comparable undergraduate average and a score of 500 or more on the Graduate Management Admissions Test (GMAT). Military service and business experience are also regarded as favorable by the Committee. The admission decision is based on an evaluation of the total application rather than on the academic record alone. We comply fully with the admissions standards established by our accrediting group, The Accreditation Council of the American Assembly of Collegiate Schools of Business (AACSB).

Admission Procedure

The application form and other necessary papers may be obtained by writing to:

Director of Admissions
Graduate Division: School of Management
Fulton 306
Boston College
Chestnut Hill, Massachusetts 02167

Because of the sequential nature of the course offerings, most students enter the M.B.A. Program in September, at the beginning of the Fall semester, but a few admissions openings occur for entry in the Spring semester.

Official transcripts should be submitted directly from all colleges or universities previously attended by the applicant. A fee of fifteen dollars should also accompany the formal application for admission. Please note that this fee is chargeable to every person who files an application and is not refundable.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admissions procedure and are viewed mainly as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process.

When all materials necessary for evaluating the application for admission are received, admissions decisions will be scheduled as follows:

On Applications Completed By:	Admission Decision Will Be Mailed By:
March 15	April 15
May 1	June 1
July 15	August 15
Dec. 1	January 1

If circumstances warrant it, the Admissions Committee will accept late applications but prospective students are advised that the delay in application may significantly diminish the possibility of acceptance.

Graduate Management Admissions Test

Applicants are required to take the Graduate Management Admissions Test (GMAT). This is an *aptitude* test and not a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, January, March, and July, at test centers throughout the United States. In the Metropolitan Boston Area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of The School of Management, Graduate Division, or from the Educational Testing Service, Box 966, Princeton, New Jersey 08540.

Registration

Registration is conducted under the direction of the Office of the University Registrar. Classes start on September 8, 1976 and January 17, 1977. Registration which is "delayed" allows students an advisement period during which they may plan a more meaningful choice of courses. The days for registration are September 20, 21, 1976 and January 31 and February 1, 1977, 9:30–11:30; 1:00–4:00; and 6:00–7:30. After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to three weeks prior to examinations and receive partial tuition refund on withdrawals submitted during the two weeks following registration.

At registration, all students will complete a Student Profile Sheet (Social Security Number required); pay semester fees and tuition in full to the Treasurer (\$86 per credit; \$5 registration fee; student activity fee); complete registration forms, and have ID photo taken if needed (\$3).

General Information

M.B.A. candidates are advised of the following requirements and guidelines in relation to the operation of the program.

Grading

In each graduate course in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A–, B+, B, B–, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A–, B+, B, B–, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 4.0; A–: 3.67; B+: 3.33; B: 3.0; B–: 2.67; C: 2.0; F: 0.

In order to graduate a student must attain an over-all average of B– (2.67) or higher in course work.

Withdrawal From Course

Students who withdraw within the first two weeks of class — no grades and no record of courses will appear on student's permanent record. After the first two weeks of class but before the last three weeks of class — grades of "W" will be recorded. Beginning with the last three weeks of class and during the examination period — a grade of failure will be recorded and will enter into the computations of the student's average unless the Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a temporary grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, individual arrangements may be made through the Dean to meet personal problems or situations.

Time Limit

All students are expected to complete all requirements for the M.B.A. degree within six (6) years of the initial registration.

Equivalency Privilege

Any student who feels that he has substantial prior academic background in the areas covered by the Common Body of Knowledge courses (with the exception of the Policy Area) may submit a petition to the M.B.A. Petitions Committee requesting permission to substitute a course or courses for designated CBK courses. The Petitions Committee will review each petition and schedule necessary interviews or proficiency examinations in order to evaluate the student's prior experience in relation to the course or courses in question. The equivalency privilege, if granted, does not reduce the total 18 course requirement. It does provide the opportunity for the student to explore in greater depth areas of his interest by substitution of electives.

Transfer Credit

In certain instances, it is possible for a student to receive advanced standing for graduate work completed elsewhere. Such credit is available only for graduate-level courses completed after receipt of a bachelor's degree and only when the quality and comparability of the work meet with the approval of the Dean's office.

Student Withdrawal and Reinstatement

If a student finds it necessary to interrupt his program of study, he should notify the Dean's office in writing, including his reasons for withdrawal and his anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his absence, current admissions policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Summer Session

The Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the M.B.A. program and with the Treasurer's Office in order to be

eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

- Academic: Must be maintaining a satisfactory academic average;
- Administrative: Must be fulfilling prescribed administrative requirements (i.e., Admissions Test requirement, submission of photographs, etc.);
- Financial: Must be in good standing with the Treasurer's Office.

Student Integrity

It is the purpose of the Boston College M.B.A. program to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his own violates the principle of high standards and jeopardizes his right to continue in the M.B.A. program.

Graduate School of Social Work

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman, Boston College established a Graduate School of Social Work in March 1936. The two-year program offers two degrees: Master of Social Work and Master of Social Planning. A Part Time Program is offered for those currently employed in the field of social work which will enable a student to fulfill requirements for either degree during a six-year period; one year of residence is required.

Professional Program

The professional program at the Boston College Graduate School of Social Work affords the student the opportunity to select one of the areas of social work practice offered by the School: social casework, social work research, and community organization and social planning. A concurrent practicum is also a part of each program.

Casework

Casework is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his difficulties; and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The casework curriculum is arranged so that the student acquires a foundation in the generic aspects of social

casework and is afforded an opportunity to expand his knowledge and skill through the selection of electives that are related to specific aspects of practice i.e. work with children, adults, families and groups.

The course offerings are:

- SW 761 Fundamentals of Practice
- SW 762 Basic Skills in Therapeutic Intervention
- SW 861 Differential Assessment and Intervention
- SW 862 Intensive Individual Treatment
- SW 863 Ethnic Differences in Social Work Practice
- SW 864 Group Therapy
- SW 865 Family Therapy
- SW 867 Casework Treatment of Children and Adolescents
- SW 870 Social Casework Independent Study

Social Work Research

Research is viewed as an action oriented method of social work intervention to build knowledge to improve social work and social welfare services in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with these groups.

The course offerings are:

- SW 741 Introduction to Research Methods
- SW 742 Introduction to Statistical Analysis
- SW 743 Organizational Aspects of Research
- SW 745 Readings in Research: History and Issues
- SW 841-842 Research Seminar and Practicum
- SW 843 Social Work Research and Theory Building
- SW 844 Evaluative Research for Action
- SW 845-846 Advanced Research Design

Community Organization and Social Planning

Community Organization and Social Planning are methods of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a community or neighborhood. Community organization is viewed as a method for arousing interest in social problems, bringing together and involving citizens in solving such problems, and enabling groups to implement welfare programs or community goals to alleviate and prevent social problems. Social planning is viewed as a purposeful activity for the solution of social problems. Course offerings are:

- SW 763 Communication Theory for Community Organization
- SW 781 Introduction to Community Organization Practice
- SW 782 Community Organization Method
- SW 786 Community Organization and Casework Practice
- SW 788 Principles of Planning
- SW 790 Management/Treatment of Human Needs in Industry
- SW 881 Planning Theory
- SW 882 Social Planning Theory
- SW 886 Social Planning Workshop
- SW 887 Change and Development of the Urban System: Urban Developmental Planning I
- SW 888 Suburbia: Developmental Planning II
- SW 889 Organizing for Women's Services
- SW 895 Community Facilities Planning
- SW 896 Environmental Planning
- SW 897 Planning for Mental Health Services
- SW 898 Planning for Services Integration

Human Behavior and the Social Environment – Social Welfare Policy and Services

Courses in the Human Behavior and Social Environment Sequence are designed to give the student a knowledge of the physical, psychological and environmental forces that affect human development. Course offerings are:

- SW 721-722 Human Behavior and the Social Environment
- SW 723 Advanced Seminar in Human Behavior
- SW 727 Alcoholism
- SW 821 Social Work with Groups
- SW 839 HBSE Independent Study

Courses in the Social Welfare Policy and Services Sequence are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Course offerings are:

- SW 701 The Social Welfare System
- SW 702 Social Policy Analysis
- SW 706 Urban Policy Analysis
- SW 801 Racism: Dynamics of Social Process
- SW 803 Structure and Function in Administration
- SW 804 Administrative Process and Processes
- SW 805 Issues in Family and Children's Services
- SW 806 Comparative International Welfare Policies
- SW 807 Corrections Policy Seminar
- SW 808 Legal Aspects of Social Work
- SW 812 Politics of Decision-Making

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

Law School

The Trustees of Boston College, with the active support and cooperation of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was begun on September 26, 1929, and the first class was graduated on June 15, 1932. In September 1975, Boston College Law School moved to the Newton campus which has larger and more extensive facilities.

Pre-Legal Studies

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which affect society and give it quality and direction. The School recognizes that the foundation for such understanding – so vital to the effective modern lawyer – normally is gained during the four-year college program. Because the field of law spans the entire social, economic and political processes of our society, there is no collegiate program that cannot serve as an appropriate vehicle for pre-legal training.

Admission Requirements

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

An applicant for admission to the Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university.

Admission Procedure

Application must be made upon the official form; and, as noted therein:

- 1) Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- 2) The recommendation form issued by the Law School or a letter of recommendation, if preferred, must be sent directly to the Committee on Admissions by the person making the recommendation.
- 3) The Educational Testing Service must be directed to report the applicant's Law School Admission Test score to the Boston College Law School.
- 4) As soon as a decision is made by the Committee on Admissions, the applicant will be advised by mail. Application fee is not refundable.
- 5) Acceptance Deposit: To hold his place in the class the applicant must send a deposit of \$150 to the Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester, only \$75 of which is refundable if notice of withdrawal is given by August 15.
- 6) Applications must be filed no later than March 1.

Registration for Bar Examination

Many states require a student, prior to or shortly after beginning the study of the law, to register with the board of bar examiners of the state in which he intends to practice. Each student should ascertain by writing to the secretary of the board of bar examiners of the state in which he plans to practice whether that state has this requirement.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing.

Advanced Standing

An applicant qualified for admission who satisfactorily completed part of his law course in another approved law school, may be admitted to upper classes with advanced standing. Normally, four complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

Aid Programs

The Law School has both a Presidential Fund for general scholarships and a special Minority Aid Program for minority students who are in particular need of assistance.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Law School Bulletin which may be obtained by writing to the Director of Admissions, Boston College Law School, 885 Centre Street, Newton, Ma. 02159.

Summer Session

Established in 1924 and a member of both the National Association of Summer Sessions and the New England Regional Association, the Summer Session offers a full range of graduate and undergraduate courses and institute programs, including many of special interest to the teaching community. With its convenient suburban setting and extensive facilities for housing and recreation, the Summer Session is in a unique position to provide the student with a complete summer environment.

Under its policy of "Open Admission," the Summer Session welcomes all students and no academic records need be submitted.

Undergraduate Students

For undergraduate courses, students need only have graduated from high school to register. However, to transfer credits toward a degree, students must have written authorization from their own deans in order to register. The maximum course load is three. Advanced undergraduate students are occasionally admitted to graduate courses but must obtain written permission from the instructors teaching those courses prior to registering.

Graduate Students

For graduate courses, graduate students must obtain the authorization of the respective department chairmen, present at Regular Registration. If the graduate student regis-

ters in advance, the staff of the Summer Session obtains these authorizations on the student's behalf. The maximum course load for graduate students is two. Course load exceptions require permission of the student's advisor and the dean of the Summer Session.

During the single, six-week session, most courses offer the student one semester's credit.

Admission to the Summer Session does not mean acceptance into any other school of Boston College.

Information

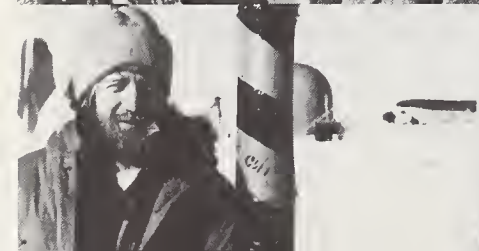
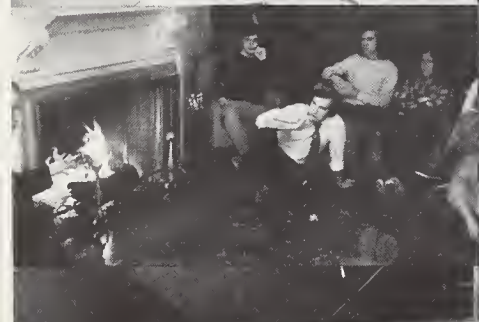
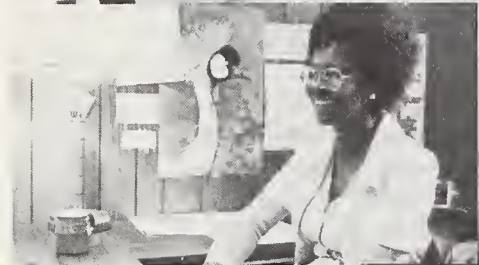
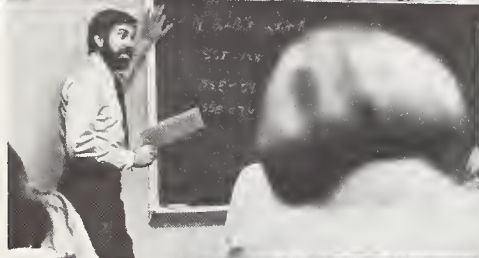
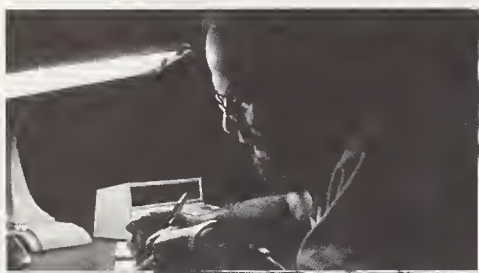
For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, McGuinn 437, Boston College, Chestnut Hill, Massachusetts 02167.

Weston Observatory

Weston Observatory is an interdisciplinary research and graduate education center for earth and environmental sciences and engineering within the Boston College community. For many years, the Observatory has maintained a network of seismographic stations, known as the "New England Seismic Network", in northern New England to record earthquake and blast data; it has been in continuous operation since early 1910. Weston Observatory is also a participating seismic station in the World-Wide Standardized Seismograph Network (WWSSN). In 1960, a geomagnetic research facility was added to the Observatory's activities and in 1972 the Observatory expanded its scope to include earth gravity, solid state geophysics, meteorology and environmental research. Through the interests of the Observatory Staff and the Faculty from various academic departments of Boston College, student access and interest in the Observatory's activities are stressed.

A booklet describing the Weston Observatory activities can be obtained by writing: Weston Observatory, 319 Concord Road, Weston, Massachusetts 02193.

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Vanderbilt University

R. Balachandra, Assistant Visiting Professor of Management
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A.B., A.M., Boston College; Ph.D., Sorbonne

Olga Stone, Associate Professor of Music; Musician-in-Residence;
Director of Music Programs
Mus.B., Mus.M., Mus.D., Boston University

Leonard Stickman, Associate Professor of Law
A.B., University of Rochester; LL.B., Yale Law School

John Strong, S.J., Instructor of Philosophy
A.B., M.S., Fordham; B.D., Woodstock; A.M., University of Pittsburgh; Ph.D. (Cand.), University of Pittsburgh

John J. Sullivan, Assistant Professor of English, Assistant Chairman of the Department
A.B., Harvard University; A.M., Boston College

Joseph A. Sullivan, Professor of Mathematics
A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

William D. Sullivan, S.J., Professor of Biology
A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Judith Surveyor, Instructor of Nursing
B.S., Boston College

Alfred E. Sutherland, Associate Professor of Management (Business Law)
B.S., A.M., J.D., Boston College

Francis W. Sweeney, S.J., Assistant Professor of English
A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Mary Anne Sweeney, Associate Professor of Nursing
B.S., State University of New York at Plattsburgh; M.S., Boston College; Ph.D., Boston College

Peter S. H. Tang, Professor of Political Science
A.B., National Chengchih University; A.M., Ph.D., Columbia University

Cecil F. Tate, Associate Professor of English
A.B., University of Maryland; A.M., Ph.D., Emory University

E. Dennis Taylor, Associate Professor of English
A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Alan P. Thayer, Lecturer of Management (Administrative Sciences)
B.S., U.S. Military Academy; M.B.A., Harvard University

Carl J. Thayer, S.J., Assistant Professor of Classical Studies
A.B., A.M., Boston College

Paul R. Thie, Associate Professor of Mathematics
B.S., Canisius College; Ph.D., University of Notre Dame

Carolyn Thomas, Associate Professor of Social Work
B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work

Peter Tillers, Visiting Associate Professor of Law
A.B., Yale University; J.D., LL.M., Harvard University

Yu-Chen Ting, Professor of Biology
A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

John R. Trzaska, S.J., Assistant Professor of Chemistry
A.B., A.M., Boston College; Ph.D., Catholic University of America

John F. Travers, Jr., Professor of Education
B.S., M.Ed., D.Ed., Boston College

Richard W. Tresch, Associate Professor of Economics
A.B., Williams College; Ph.D., Massachusetts Institute of Technology

David P. Twomey, Associate Professor of Management (Business Law)
B.S., J.D., Boston College; M.B.A., University of Massachusetts

Michael Ullman, Lecturer of English
A.B., Harvard University; A.M., University of Chicago; Ph.D. (Cand.), University of Michigan

Rein A. Uritam, Associate Professor of Physics
A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Rebecca M. Valette, Professor of Romance Languages and Literatures; Director, Language Laboratory
A.B., Mount Holyoke College; Ph.D., University of Colorado

Frans Jozef van Beeck, S.J., Associate Professor of Theology
Ph.L., Beachmanianum; Ph.D., University of Amsterdam; S.T.L., Canisianum

L. Scott Van Doren, Associate Professor of History
A.B., Oberlin College; A.M., Ph.D., Harvard University

John E. Van Tassel, Professor of Management (Administrative Sciences)
B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Charles L. Vaughn, Associate Professor of Management (Marketing)
B.S., Kansas State Teachers College; Ph.D., Chicago University

Nancy Veeder, Associate Professor of Social Work
A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

Ronald Viavattene, Assistant Professor of Chemistry
B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Hugo Vigoroso, Adjunct Lecturer of Education
B.S., University of Rhode Island; M.Ed., Boston College

Jerry A. Viscione, Associate Professor of Management (Finance)
B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

George Vogel, Professor of Chemistry
B.S., D.Sc., Prague Technical Institute

John M. vonFelsinger, Professor of Psychology
A.B., Kent State University; A.M., Ohio State University; Ph.D., Yale University

Andrew J. Von Hendy, Associate Professor of English
A.B., Niagara University; A.M., Ph.D., Cornell University

Josephine von Henneberg, Professor of Fine Arts
Doctor in Letters, University of Rome

David F. Votaw, Jr., Associate Professor of Management (Administrative Sciences)
B.S., Southwest Texas State University; A.M., University of Texas; Ph.D., Princeton University

Allen M. Wakstein, Associate Professor of History
A.B., University of Massachusetts; A.M., Ph.D., University of Illinois

Dorothy J. Walker, Associate Professor of Nursing
B.S., Louisiana State University; M.S., Ph.D., St. Louis University

John J. Walsh, Professor of Education
B.S., Boston College; A.M., Ph.D., University of Chicago

Thomas E. Wangler, Associate Professor of Theology
B.S., LeMoyne College; M.A., Ph.D., Marquette University

Miriam-Gayle Wardle, Assistant Professor of Nursing
B.S., University of Pittsburgh; M.S., Boston University

Joellen Watson, Assistant Professor of Nursing
B.S.N., Northwestern University; M.S., Boston College

Kenneth W. Wegner, Associate Professor of Education
B.S., M.Ed., D.Ed., University of Kansas

Peter H. Weiler, Associate Professor of History
A.B., Stanford University; A.M., Ph.D., Harvard University

Alan Weinblatt, Instructor of English
A.B., New York University; A.M., Ph.D. (Cand.), Harvard University

Rosemarie B. Weiner, Assistant Professor of English
A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Arnold K. Weinstein, Assistant Professor of Management (Marketing)
B.S., University of Pennsylvania; M.B.A., Ph.D., Columbia University

Norman J. Wells, Professor of Philosophy
A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

John B. Williamson, Associate Professor of Sociology
B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

William F. Willier, Professor of Law
A.B., University of Northern Iowa; J.D., State University of Iowa College of Law

John R. Willis, S.J., Associate Professor of History
A.B., Amherst College; B.D., Hartford Seminary; Ph.D., Yale University

Robert K. Woetzel, Professor of International Politics and Law
A.B., Columbia University; Ph.D., Oxford University; J.S.D., Bonn University; Certificate, Hague Academy of International Laws

Geoffrey Woglom, Assistant Professor of Economics
A.B., M.Phil., Ph.D., Yale University

George M. Woytanowitz, Assistant Professor of Education
A.B., College of St. Thomas; M.S., University of Chicago; Ph.D., Johns Hopkins University

Silas H. L. Wu, Professor of History
A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Chai Hyun Yoon, Professor of Biology
A.B., Alma College; Ph.D., Ohio State University

William Youngren, Associate Professor of English
A.B., A.M., Ph.D., Harvard University

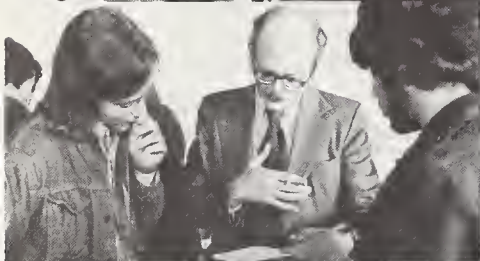
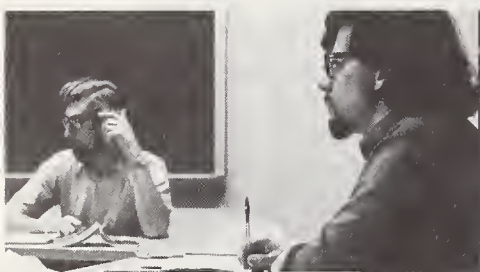
Frederick J. Zappala, Associate Professor of Management (Accounting)
B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Georges Zayed, Professor of Romance Languages and Literatures
LesL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

John L. Zimka, Lecturer of Management (Accounting)
B.S., A.M., New York University

Hiller B. Zobel, Professor of Law
A.B., Harvard University; LL.B., Harvard Law School

Course Descriptions



Course Numbers

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000-299 - Courses for undergraduate registration

300-699 - Courses for undergraduate and graduate registration. For Education courses, this range is 300-399

700-999 - Courses for graduate registration

Biology (Bi)

An asterisk after a course title indicates that a course carries a laboratory fee.

Bi 100 Survey of Biology I (F; 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week.

The Department

Bi 102 Survey of Biology II (S; 3)

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

The Department

Bi 110 General Biology I (F; 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

The Department

Bi 111 General Biology Laboratory I* (F; 1)

Required of students taking Bi 110. One two-hour laboratory period per week.

The Department

Bi 112 General Biology II (S; 3)

A continuation of Biology 110.

The Department

Bi 113 General Biology Laboratory II* (S; 1)

Required of all students taking Bi 112. One two-hour laboratory period per week.

The Department

Bi 130 Anatomy and Physiology I (F; 3)

An introductory course presented from the homocentric point of view with the aim of correlating structure and function. Three lectures per week. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

The Department

Bi 131 Anatomy and Physiology Laboratory I* (F; 1)

Dissection, the study of anatomical models, physiological experiments, and the microscopic examination of tissues. One two-hour laboratory period per week. To be taken in conjunction with Bi 130.

The Department

Bi 132 Anatomy and Physiology II (S; 3)

A continuation of Bi 130.

The Department

Bi 133 Anatomy and Physiology Laboratory II* (S; 1)

A continuation of Bi 131.

The Department

Bi 210 Introductory Biology I (F; 3)

Prerequisite: Ch 109-110.

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

Morio L. Bode
Jonothon Goldthwoite

Bi 211 Introductory Biology Laboratory I* (F; 1)

One three-hour laboratory period per week. Required of all students taking Bi 210.

Mory Albert
Morio L. Bode
Jonothon Goldthwoite

Bi 212 Introductory Biology II (S; 3)

Prerequisite: Ch 109-110.

A continuation of Bi 210. Required for biology majors.

Morio L. Bode
Jonothon Goldthwoite

Bi 213 Introductory Biology Laboratory II* (S; 1)

One three-hour laboratory period per week. Required of all students taking Bi 212.

Mory Albert
Morio L. Bode
Jonothon Goldthwoite

Bi 220 Microbiology (F; 2)

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles in nursing. Two lectures per week. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

Elinor M. O'Brien

Bi 221 Microbiology Laboratory* (F; 1)

One two-hour laboratory period per week. To be taken in conjunction with Bi 220.

Elinor M. O'Brien

Bi 300 Genetics (F,S; 3)

Prerequisite: Bi 210-212.

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

Yu-Chen Ting
Choi H. Yoon

Bi 301 Genetics Laboratory* (F,S; 1)

To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors.

Yu-Chen Ting
Choi H. Yoon

Bi 310 Bacteriology (F,S; 3)

Prerequisites: Bi 210-212, Ch 231-232.

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals and man. Three lectures per week. Required for biology majors.

James J. Gilroy
Chester S. Stochow

Bi 311 Bacteriology Laboratory* (F,S; 1)

To be taken in conjunction with Bi 310. One three-hour laboratory per week. Required for biology majors.

James J. Gilroy
Chester S. Stochow

Bi 406 Cell Biology (F, S; 3)

Prerequisite: Bi 210-212.

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Mourice Liss

Bi 410 From Cells to Chromosomes (F; 3)

Prerequisites: Bi 210-212, Ch 109-110.

The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week.

Yu-chen Ting

Bi 411 From Cells to Chromosomes Laboratory* (F; 1)

To be taken in conjunction with Bi 410. One three-hour laboratory period per week.

Yu-Chen Ting

Bi 420 Comparative Vertebrate Embryology (S; 3)

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo. Three lectures per week.

Wolter J. Finion, Jr.

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BIOLOGY

Bi 421 Comparative Vertebrate Embryology Laboratory* (S; 1)
One three-hour laboratory period per week. Required of all students in Bi 420. *Wolter J. Fimion, Jr.*

Bi 430 Histology (S; 3)
A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Three lectures per week. *Allyn H. Rule*

Bi 431 Histology Laboratory* (S; 1)
One three-hour laboratory period per week. Required of all students in Bi 430. *Allyn H. Rule*

Bi 440 Molecular Biology (F; 3)
Prerequisites: Bi 210-212. Ch 231-232.
An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week. *Donold J. Plocke, S.J.*

Bi 442 Principles of Ecology (F; 3)
Prerequisites: Bi 210-212, Ch 109-110 or permission of instructor. Readings in and discussion of principles and concepts in modern ecological theory. *Morio L. Bode*

Bi 450 Principles of Physiology (F; 3)
A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. *To Be Announced*

Bi 451 Principles of Physiology Laboratory (F; 1)
One three-hour laboratory period per week for one semester. To be taken in conjunction with Bi 450. *To Be Announced*

Bi 456 Developmental Biology (S; 3)
Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes. *To Be Announced*

Bi 461-463 Undergraduate Research* (F, S; 3, 3)
Prerequisite: Permission of the chairman.
Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. *The Department*

Bi 465-467 Advanced Undergraduate Research* (F, S; 3,3)
Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairman. *The Department*

Bi 470 Introduction to Biochemistry (S; 3)
Prerequisite: Ch 231-232.
A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures per week. *Joseph A. Orlando*

Bi 480 The Biosphere (S; 3)
Prerequisite: Ch 231.
A study of how living matter is maintained by the interaction of energy and chemical cycles. The importance of photosynthesis, respiration, nitrogen fixation and other life sustaining processes will be discussed. Three lectures per week. Offered Spring 1978. *Joseph A. Orlando*

Bi 490 Tutorial in Biology (F, S; 3)
Prerequisite: Permission of the instructor and chairman.
A directed study through assigned readings and discussions of various areas of the biological sciences. *The Department*

Bi 510 General Endocrinology (S; 3)
Prerequisite: Consent of instructor.
A study of phylogensis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week. *Jolone Solomon*

Bi 511 General Endocrinology Laboratory* (S; 1)
To be taken in conjunction with Bi 510. *Jolone Solomon*

Bi 520 Plant Growth and Development (S; 3)
Prerequisite: Bi 210-212
A structural, physiological and biochemical study of basic processes in the growth and development of plants. Topics include nutrition, vascular transport, photosynthesis; and the regulation of growth, differentiation, flowering and aging by environmental and hormonal factors. Two or three lectures per week and one term paper. *Jonothon Goldthwoite*

Bi 521 Plant Growth and Development Laboratory* (S; 1)
One three-hour laboratory per week. To be taken in conjunction with Bi 520. *Jonothon Goldthwoite*

Bi 530 Seminar in Evolution (S; 2)
Prerequisite: Permission of the instructor.
The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life. Offered annually to undergraduates, triennially to graduate students. (Spring 1977) *William D. Sullivan, S.J.*

Bi 531 Evolution Seminar Workshop (S; 1)
Required of all undergraduates enrolled in Bi 530. *William D. Sullivan, S.J.*

Bi 532 Seminar in Carcinogenesis (F, S; 1, 1)
Various biochemical, immunological and therapeutic studies will be reviewed. *William D. Sullivan, S.J.*

Bi 536 Immunochemistry (S; 2)
Prerequisites: Organic Chemistry, Immunology and/or permission of instructor.
Seminars in the biology and chemistry of immune interactions. Topics may include: immunoglobulin structure, function and synthesis; chemical, biologic and physiologic manifestations of cellular immunity; chemical mediators of cell-cell interactions; thymic hormones and immune competence; chemistry and stereospecificity of antigenic determinants; HLA antigens; cancer immunity, and free energy of antibody-antigen interactions. One lecture per week. *Allyn H. Rule*

Bi 537 Immunochemistry Seminar Workshop (S; 1)
Required of all undergraduate students enrolled in Bi 536.

Bi 540 Immunology (F; 3)
Prerequisites: General Biology, Inorganic Chemistry.
The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week. *Allyn H. Rule*

Bi 550 Human Heredity (F; 3)
Prerequisites: General Biology, Genetics or the permission of the professor.
The study of heredity: mammalian chromosome mapping, genes, mutations, translocations, also: sex determination, sexlinked genes, sex influenced characteristics, lethal genes, blood groups, paternity and race; biochemical genetics and genetic counseling. This course will consist of a series of lectures, problem sets and invited guest lecturers. Three lectures per week. *Allyn H. Rule*

Bi 600 Biochemistry (F; 3)
Physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. Two lectures per week. *The Department*

Bi 601 Biochemistry Laboratory* (S; 2)

One laboratory period per week. To be taken in conjunction with Bi 600. *The Department*

Bi 606 Biophysical Chemistry (S; 3)

Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physico-chemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

Bi 630 Molecular Basis of Heredity (S; 3)

Prerequisite: Bi 300 or equivalent.

A study of recent literature in genetics at molecular level. Gene-enzyme-gene-peptide; gene-DNA-RNA relationship. Replication of DNA, genetic codes and fine structures of chromosomes are discussed. Two two-hour lectures per week.

Choi H. Yoon

Bi 640 Advanced Topics in Cells and Molecules (S; 3)

Prerequisite: Bi 600

Selected aspects of biochemistry, immunology and cell biology. Two seventy-five minute seminars per week.

Maurice Liss

Bi 710 Radiation Biology and Isotope Methodology* (F; 2)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Handling of radioactive materials, precautions necessary, use and principle of various detection systems and basic exercises in radioassay. Two lectures and one laboratory period per week.

Walter J. Fimian, Jr.

Bi 732 Biology of Cell Cycle (F; 2)

A study of growth and vision of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed. Two lectures per week.

William D. Sullivan, S.J.

Bi 733 Laboratory in Cell Cycle* (F; 2)

Radioautographic determinations of the cell cycle will be experimentally investigated. To be taken only in conjunction with Bi 732.

William D. Sullivan, S.J.

Bi 742 Biology of Ultrastructure (S; 2)

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultrastructural changes during the cell cycle and division will be discussed. Two lectures per week.

William D. Sullivan, S.J.

Bi 743 Laboratory in the Biology of Ultrastructure* (S; 2)

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs. To be taken only in conjunction with Bi 742.

William D. Sullivan, S.J.

Bi 750 Bacterial Physiology and Metabolism (F; 3)

Prerequisite: Bi 600 and Bi 310, or consent of the instructor. A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week.

James J. Gilroy

Bi 760 Biochemical Control Mechanisms (S; 3)

Prerequisite: Bi 600 or equivalent.

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.

Chester S. Stachow

Bi 770 Biological Statistics (S; 2)

Probability, chi-square. T-distribution and Poisson distribution are discussed. Also various correlations. Two lecture periods per week. Offered biennially, 1976-77.

Chai H. Yoon

Bi 799 Readings and Research (F, S; 3, 3)

By arrangement

The Department

Bi 801 Thesis Seminar (F, S; 3, 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff. By arrangement

The Department

Bi 802 Thesis Direction* (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement

The Department

Bi 814 Seminar in Bacterial Metabolism (F; 1)

Special topics in Bacterial Metabolism.

Offered triennially, 1978-79.

James J. Gilroy

Bi 816 Seminar in Metabolic Interrelations (S; 1)

A study of metabolism on the cellular, tissue and organism levels. Offered triennially, 1977-78

Joseph A. Orlando

Bi 820 Seminar in Cytogenetics (F; 2)

Prerequisites: One course each in cytology and genetics or with the consent of the instructor.

Discussions on current developments in cytogenetics. Offered triennially, 1976-1977.

Yu-Chen Ting

Bi 828 Seminar on the Functional Role of Metals in Biological Systems (S; 2)

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. Offered triennially, 1976-1977.

Donald J. Plocke, S.J.

Bi 844 Seminar in Heredity (S; 2)

Discussion of current topics in genetics. Offered triennially, 1977-78.

Chai H. Yoon

Bi 846 Current Topics in Endocrinology (S; 2)

Discussion of recent advancements in endocrinology. Offered biennially, 1976-77.

Jolane Solomon

Bi 852 Current Topics in Plant Physiology (S; 2)

Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science.

Jonothan Goldthwoite

Bi 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S; 2)

Study of recent advances in bacteriophage, genetics and replication. Offered triennially, 1977-78.

Chester S. Stachow

Bi 862 Current Topics in Biochemistry (S; 1)

Discussion of recent developments in the area of biochemistry. Offered triennially, 1977-78.

Morio L. Bade

Bi 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Chemistry (Ch)

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

Ch 101 Fundamentals of Chemistry (F; 3)

Prerequisite: One year of high school chemistry.

A course for non-science majors for whom chemistry or a laboratory science is a requirement. The course treats basic chemical concepts and principles drawn from the area of general chemistry. The course is applicable to the University Core requirement. Corequisite Ch 103.

Timothy E. McCarthy

John R. Trzosko, S.J.

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CHEMISTRY

Ch 102 Fundamentals of Organic Chemistry (S; 3)

Prerequisite: One year of high school chemistry.

A one semester course designed for non-science majors for whom chemistry or a laboratory science is a requirement. It deals with organic and biochemistry including a study of the structures, reactions, and metabolisms of proteins, carbohydrates and lipids. The course is applicable to the University Core. Corequisite Ch 104.

Timothy E. McCorthy

Ch 103 Fundamentals of Chemistry Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 101. One two-hour period per week.

Timothy E. McCorthy

John R. Trzasko, S.J.

Ch 104 Fundamentals of Organic Chemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 102. One two-hour period per week.

Timothy E. McCorthy

Ch 105-106 Chemistry and Society (F, S; 3, 3)

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required and the use of mathematics is minimal. No laboratory required. The course is applicable to the University Core requirement.

Irving J. Russell

Ch 107-108 Chemistry and Society – Advanced Level (F, S; 3, 3)

Prerequisite: one year of high school chemistry

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. One year of high school chemistry is required, but the use of mathematics will be minimal. No laboratory required. The course is applicable to the University Core requirement.

Irving J. Russell

Ch 109-110 General Chemistry (F, S; 3, 3)

Prerequisite: one year of high school chemistry.

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisite Ch 111-112.

David L. McFadden

Yuh Kong Pan

Dennis J. Sordello

Clarence C. Schubert, S.J.

Ch 111-112 General Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 109-110. One three-hour period per week.

David L. McFadden

Yuh Kong Pan

Dennis J. Sordello

Clarence C. Schubert, S.J.

Ch 117-118 Principles of Chemistry (F, S; 3, 3)

Prerequisite: one year of high school chemistry.

Physical principles of chemistry and their applications will be stressed, with emphasis on molecular structure, spectroscopy, thermodynamics and equilibria. Enrollment is determined by the Department. The course is applicable to the University Core requirement. Corequisite Ch 119-120.

Jeong-long Lin

Ch 119-120 Principles of Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 117-118. One three-hour period per week.

Jeong-long Lin

Ch 151 Applications of Science I – Communication (F; 3)

The course is designed primarily for those not majoring in the natural sciences. Chemical and physical principles and devices of communication technology will be discussed, including the telegraph, telephone, radio, sound reproduction, television, semicon-

ductors and lasers. Electromagnetic theory will be explained and the operation of the electromagnetic devices will be described. Through individual projects, each student will explore the role of communication technology in a field of one's own interest. A previous science background is not required, and the use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

Poul Dovidovits

Ch 152 Applications of Science II – Energy (S; 3)

A course designed exclusively for those not majoring in the natural sciences. Energy will be explored as a natural phenomenon and the different types will be examined: mechanical work, kinetic and potential energy, heat and thermal energy, electrical, chemical (molecular) and nuclear energy. The sources of energy: solar, wind and water power, fossil fuels and nuclear fuels will be reviewed. The laws of conservation and dissipation of energy and the concept of entropy will be discussed. The politics and economics, as well as the history, of the concept of energy will be touched upon. The use of mathematics will be kept to a minimum. Each student will undertake an individual project in an energy area of one's own interest, but intended as a contribution to a possible solution of our national and international energy problems. The course is applicable to the University Core requirement.

Andre J. de Bethune

Ch 231-232 Organic Chemistry (F, S; 3, 3)

Prerequisites: Ch 109-110 or Ch 117-118.

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233-234.

O. Francis Bennett

Kenneth M. Nicholas

John R. Trzasko, S.J.

George Vogel

Ch 233-234 Organic Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 231-232. One four-hour period per week. Corequisite Ch 231-232. Students must select the laboratory section corresponding to the lecture section.

O. Francis Bennett

Kenneth M. Nicholas

John R. Trzasko, S.J.

George Vogel

Ch 341 Determination of Organic Structures (F; 4)

Prerequisite: Ch 231-232.

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 343.

Joseph Bornstein

Ch 343 Determination of Organic Structure Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 341. Two four-hour laboratory periods per week. Corequisite Ch 341.

Joseph Bornstein

Ch 351-352 Analytical Chemistry (F, S; 4, 4)

Prerequisite: Ch 109-110 or Ch 117-118

A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedures in the second semester. Corequisite Ch 353-354.

To Be Announced

Ch 353-354 Analytical Chemistry Laboratory* (F, S; 0, 0)

Laboratory required of all students enrolled in Ch 351-352. One four-hour period per week. Corequisite Ch 351-352

To Be Announced

Ch 471-472 Introductory Physical Chemistry (F, S; 3, 3)

Prerequisites: Ch 109-110 or 117-118, Mt 100-101, Ph 211-212.

A two-semester course for those not planning a career in chemistry. Topics treated include thermodynamics, kinetic theory and quantum mechanics with applications to systems of interest.

André J. de Béthune

Ch 475 Physical Chemistry I (F; 3)

Prerequisites: Ch 231-232, Mt 200-201, Ph 211-212.

An introduction to the thermodynamics and kinetic theory of molecular systems.

Poul Dovidovits

Ch 476 Physical Chemistry II (S; 3)

Prerequisite: Ch 475.

An introduction to reaction rate theory, quantum mechanics and spectroscopy as applied to atomic and molecular systems.

Poul Dovidovits

Ch 520 Principles of Inorganic Chemistry (S; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

To Be Announced

Ch 522 Inorganic Chemistry Laboratory* (S; 3)

A course in inorganic synthesis including characterization of the products.

Kenneth M. Nicholas

Ch 531 Advanced Organic Chemistry I (F; 3)

A discussion of the theory and practice of infrared, ultraviolet, nuclear magnetic resonance, and mass spectroscopy, with special stress on use in the structural elucidation of organic compounds.

George Vogel

Ch 532 Chemistry of Macromolecules (S; 3)

The fundamental chemistry, properties, and importance of synthetic and naturally occurring macromolecules will be covered. Materials of biological interest will be included.

O. Francis Bennett

Ch 533 Organo-Sulfur and Selenium Chemistry (F; 3)

Recent developments of important sulfur and selenium reagents in organic synthesis.

O. Francis Bennett

Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

Ch 535 Physical-Organic Chemistry (F; 3)

A survey of methods useful in determination of reaction pathways in organic chemistry.

Not offered 1976-1977

Dennis J. Sordello

Ch 536 Organic Synthesis Laboratory* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week.

Joseph Bornstein

Ch 551 Advanced Analytical Chemistry (F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553.

To Be Announced

Ch 553 Advanced Analytical Chemistry Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 551.

To Be Announced

Ch 562 Biochemistry (S; 3)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell.

Timothy E. McCorthy

Ch 571 Physical Chemistry III (F; 3)

Prerequisite: Ch 476

An introduction to statistical thermodynamics and applications of quantum mechanics to molecular systems

Dovid L. McFadden

Ch 572 Quantum Chemistry and Molecular Structure (S; 3)

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasizes the use of molecular orbital method and includes a discussion of group theory.

Yuh Kong Pon

Ch 574 Experimental Physical Chemistry* (S; 3)

One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of instruments, and to reproduce with good accuracy data available in the literature, as an introduction to experimental research.

Clorence C. Schubert, S.J.

Ch 576 Nuclear and Radiochemistry (S; 4)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. Corequisite Ch 578.

Irving J. Russell

Ch 578 Nuclear and Radiochemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 576. One four-hour period per week.

Irving J. Russell

Ch 581 Nonaqueous Chemistry (F; 3)

An introduction to the principles of chemical reactions in non-aqueous systems. Ionic processes in nonaqueous solvents and the chemistry of the imperfect solid state.

John L. Harrison

Ch 591-592 Introduction to Chemical Research (F, S; 3, 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

The Department

Ch 720 Advanced Inorganic Chemistry I (S; 3)

A detailed discussion of the main group elements with emphasis on the periodic relationships, structural aspects and bonding.

To Be Announced

Ch 723 Advanced Inorganic Chemistry II (F; 3)

A detailed discussion of the chemistry of the transition elements with emphasis on the structure, bonding and spectroscopic properties of their compounds.

Not offered 1976-77

Kenneth M. Nicholas

Ch 731 Theoretical Organic Chemistry (F; 3)

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.

Dennis J. Sordello

Ch 732 Organometallic Chemistry (S; 3)

An introduction to the chemistry of compounds with transition metal-carbon bonds. Aspects of bonding, structure and synthetic utility will be stressed.

Kenneth M. Nicholas

Ch 734 Natural Products (S; 3)

A survey of the chemistry of naturally-occurring substances, such as steroids, terpenes and alkaloids. The structures determination, synthesis and biosynthesis of representative molecules will be discussed.

Not offered 1976-1977

T. Ross Kelly

Ch 735 Advanced Organic Chemistry II (F; 3)

A survey of advanced topics of current interest in the field of synthetic organic chemistry.

Joseph Bornstein

Ch 770 Advanced Physical Chemistry - Dynamics (S; 3)

The principles of thermodynamics and statistical mechanics will be covered with applications to molecular systems and to chemical reactions. Experimental aspects of gas phase and solution kinetics will be reviewed.

Jeong-long Lin

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CLASSICAL STUDIES

Ch 773 Advanced Physical Chemistry – Structure (F; 3)

The principles of quantum mechanics will be covered with applications to atomic and molecular structure and to chemical bonding. The theory will be applied to the interpretation of chemical kinetics.

Yuh Kang Pan

Ch 774 Topics in Chemical Physics (S; 3)

Current topics of interest in chemical physics with particular emphasis on the molecular dynamics of gas phase reactions will be discussed. Among the topics to be discussed are energy transfer, energy partition among reaction products, reaction cross sections and the rate of reaction. The discussion will cover both theoretical (classical, semi-classical and quantum mechanical) as well as experimental techniques.

Not offered 1976–1977

Ch 799-800 Reading and Research* (F, S; 2 or 3, 2 or 3)

A course required of Ph.D. matriculates for each semester on research.

The Department

Ch 801 Thesis Seminar* (F, S; 3)

A research problem, requiring a thorough literature search, and an original investigation under the guidance of a faculty member.

The Department

Ch 802 Thesis Direction* (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

Ch 821 Inorganic Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will also participate.

Robert F. O'Molloy

Ch 822 Inorganic Chemistry Seminar II (S; 3)

A continuation of Ch 821 with topics in nuclear and radiochemistry included.

To Be Announced

Ch 831 Organic Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

George Vogel

Ch 832 Organic Chemistry Seminar II (S; 3)

A continuation of Ch 831.

Joseph Bornstein

Ch 871 Physical Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

Andre J. de Bethune

Ch 872 Physical Chemistry Seminar II (S; 3)

A continuation of Ch 871. More than one section of this seminar may be organized, each around a different area.

Paul Davidovits

Ch 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Classical Studies (Cl)

Cl 010-011 Elementary Latin (F, S; 3, 3)

An intensive introduction; no previous knowledge of Latin required.

Robert Renehan

Cl 020-021 Elementary Greek (F, S; 3, 3)

This course is an intensive introduction to Attic Greek with a view to early reading of connected prose.

John Shea

Cl 052-053 Introduction to Greek Literature (F, S; 3, 3)

An exploratory course in masterpieces by such authors as Demosthenes and Plato, Euripides and Aristophanes.

Carl J. Thayer, S.J.

Cl 054 Greek Bucolic Poets (F; 3)

A reading and study of the Greek text of Theocritus, Bion, and Moschus.

Carl J. Thayer, S.J.

Cl 056 Introduction to Latin Literature: Prose (F; 3)

A course designed for students who have taken one year of college Latin or its equivalent. Method will be translation, textual explication, and grammatical review. The purpose is to help the students acquire a facility in reading Latin prose.

Eugene W. Bushala

Cl 057 Introduction to Latin Literature: Poetry (S; 3)

This course is a continuation of Cl 056, but may also be taken by other students who have had at least one year of college Latin or its equivalent. The procedure will be textual explication, introduction to Latin metrics, and general lectures on and discussion of Roman poetry.

Eugene W. Bushala

Cl 202-203 Greek Drama in Translation (F, S; 3, 3)

A reading of Greek dramatic authors in translation with study of literary, historical, mythological, and philosophical questions relevant to them.

Carl J. Thayer, S.J.

Cl 217 (En 217) Ancient Epic in Translation (F; 3)

A reading in translation of Homer's two epics, the *Iliad* and *Odyssey*, and Vergil's *Aeneid*.

Eugene W. Bushala

Cl 225-226 (En 226-230) (Hs 155-156) New Aspects of the Homeric Epics (F, S; 3, 3)

The *Iliad* and *Odyssey* will be read in translation; Greek is not required. There are no pre-requisites. The work will not duplicate that in any other course.

The oral method of composition (Homer's) will be studied, and factors determining plot, character, and authorship, together with the historical and archaeological background. The objective will be a lively and many-sided understanding of Homer's literary art and knowledge. Unpublished materials are available, some for the first time in any course, drawn from modern study of living epics, from excavations, from war-time commando and intelligence operations, and from new studies in the literature of heroes.

The two halves should be taken together, as the course will not be given again.

Sterling Dow

Cl 334 (Th 375) Augustine: Sermones (F; 3)

Prerequisite: A fair knowledge of Latin.

Using as a text the *Biblioteca de autores Christianos*, Vol. VII in the *Obros de San Augustin*, and other selected sermons, about 75 sermons will be read, in Latin. The sermons afford an excellent introduction to the thought of Augustine the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature.

Thomas P. O'Malley, S.J.

Cl 335 (Th 376) Augustine: Homilies (S; 3)

This course is designed to be continuous with Cl 334, but new students may join in second semester. The text will be Vol. X in the *Obros de San Augustin*, *Homilios*, and other selections. The homilies, too, provide an excellent introduction to the thought of Augustine, the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature.

Thomas P. O'Malley, S.J.

Cl 356 Tacitus: Agricola and Germania (F; 3)

A close reading of the Latin texts of Tacitus' two historical monographs, the *Agricola* and the *Germania*, and (time permitting) of the *Dialogus de Oratoribus*, with supplementary readings in English to illustrate further the respective genres. Daily translation and discussion.
John Sheo

Cl 358 Hesiod: Theogony, Works and Days (F; 3)

A careful reading of the text. Topics to be considered include the religious and mythical elements in the poems, Hesiod's relationship to the Homeric epics and his significance for later Greeks.

Robert Renehan

Cl 359 Greek Hymns (S; 3)

A study of the hymn as a Greek genre. Readings chiefly from the *Homeric Hymns*, but other hymns, including Hellenistic and philosophical specimens, will also be read.

Robert Renehan

Cl 390-391 Readings and Research (F, S; 3, 3)

By arrangement

The Department

Cl 406 Vergil (F; 3)

A reading of several books of the *Aeneid* in Latin and a study of Vergil's epic technique.

Eugene W. Busholo

Cl 408 Catullus (S; 3)

A reading of Rome's great love poet.

Eugene W. Busholo

Cl 410-411 (Pl 331-332) Plato: The Later Dialogues (F, S; 3, 3)

Reading (in translation) and discussion of Dialogues subsequent to the *Republic*, including *Phaedrus*, *Theaetetus*, *Parmenides*, *Sophist*, *Stoicheion*, and *Philebus*.

Joseph P. Mogueire

Cl 424 Plato: Apology, Crito, Phaedo (F; 3)

A careful reading of the Greek text.

John Howard, S.J.

Cl 425 Tacitus: Annals (S; 3)

A careful reading of substantial portions of the text.

John Howard S.J.

Cl 451 Readings in Greek Prose (S; 3)

A reading in Greek of selections from Plato, Xenophon, and the "Old Oligarch."

Eugene W. Busholo

Cl 714 (Pl 714) Seminar in Plato's Laws (S; 3)

A study of the internal relations of the parts of the *Laws*, its relations with other Dialogues, especially *Republic* and *Stoicheion*, with Aristotle's *Ethics* and *Politics*, and with Athenian law.

Joseph P. Mogueire

Cl 790-791 Readings and Research (F, S; 3, 3)

By arrangement

The Department

Economics (Ec)

Normally, students must take both Ec 131 and Ec 132 before taking any other Economics courses. Exceptions are Ec 221, Ec 341, and Ec 342, for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order.

Ec 131 Principles of Economics I-Micro (F, S; 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to such current economic problems as pollution and congestion, the energy crisis, poverty and welfare, and race and sex discrimination.

The Department

Ec 132 Principles of Economics II-Macro (F, S; 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

The Department

Ec 201 Microeconomic Theory (F, S; 3)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

Ec 202 Macroeconomic Theory (F, S; 3)

This course intends to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

The Department

Ec 203 Microeconomic Theory Honors Level (F; 3)

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

David A. Belsley

Ec 204 Macroeconomic Theory Honors Level (S; 3)

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Donald Richter

Ec 221 Economic Statistics (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression as applied to economic models. This is a self-contained course in statistical inference as applied to economics.

Ec 298 Senior Honors Thesis (F; 3)

The student works under the direction of an individual professor.

The Department

Ec 299 Independent Study (F, S; 3)

The student works under the direction of an individual professor.

The Department

Ec 327 Econometrics I: Probability and Statistics (F; 3)

Prerequisite: Calculus

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

Joseph Quinn

Ec 328 Econometrics II (S; 3)

Prerequisites: Ec 327 or its equivalent. Ec 221 is not sufficient for this purpose.

This course addresses the problems of estimating and testing parameters in economic relationships and the forecasting of economic variables. Topics covered include simple and multiple linear regression, specification error, multicollinearity, heteroscedasticity, autocorrelation, dummy variables, logistic regression, distributed lags, errors in variables, and an introduction to simultaneous equations models.

Joseph Quinn

Ec 332 American Economic History (S; 3)

Study of the causes and social and institutional consequences of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered.

James E. Anderson

Ec 333 History of Economic Thought (F, S; 3)

A survey of the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to the socioeconomic and intellectual background of their times.

Robert J. Cheney, S.J.

Ec 334 Libertarian Economics (F; 3)

A critical but constructive look at classical liberalism and *laissez-faire*. Authors covered include Bastiat, de Molinari, Acton, Angell, von Mises, Hayek, Rand, Rothbard, Armentano, Nozick, and other critics of authoritarian economic policy. Topics will include central planning and the rule of law, the rationality of socialist economic

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ECONOMICS

planning and intervention, the effects of anti-trust, the nature of distributive justice, the pedigree of dialectical materialism, and the provision of education, national defense, and personal security under pure capitalism. Readings, discussion, and term paper.

J. Huston McCulloch

Ec 340 Labor Economics (F, S; 3)

Critical issues in labor economics will be examined against a background of study of the institutions of collective bargaining and the economics of wages and employment. Insights into the collective bargaining process and the determinants of wages and employment will be applied to certain current problems; such as unemployment and the disadvantaged worker, and the impact of collective bargaining on wages.

Francis M. McLaughlin

Ec 343 Consumer Information and Education (F; 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer education. There are no prerequisites for this course.

Robert J. McEwen, S.J.

Ec 344 Consumer Legislation (S; 3)

Actual and proposed legislation to provide and protect consumer rights. Remedies and enforcement problems. Comparison of different economic systems in the legal protection of consumer rights. There are no prerequisites for this course.

Robert J. McEwen, S.J.

Ec 353 Industrial Organization – Competition and Antitrust (F; 3)

Prerequisite: Ec 201 or Ec 203 or permission.

An analysis of the relationship of market structures to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

H. Michael Mann

Ec 354 Industrial Organization – Public Regulation (S; 3)

Prerequisites: Ec 201 or Ec 203 or permission.

Analysis of sources of market failure which encourage direct governmental intervention into market process. Specific areas examined include occupational licensing, natural monopolies, and markets susceptible to destructive competition. Implications for public policy assessed.

H. Michael Mann

Ec 357 Political Economics I (F; 3)

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism.

Barry Bluestone

Ec 358 Topics in Modern Political Economics (S; 3)

Prerequisite: Ec 357 or permission of the Instructor.

An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis.

Barry Bluestone

Ec 361 Money and Banking (F, S; 3)

This course analyzes the fundamentals of the banking system and deposit creation, the history of the United States monetary system, the role of money in the economy, the theory of inflationary finance, and international monetary relations.

J. Huston McCulloch

Ec 366 Public Finance (F; 3)

Prerequisite: Ec 201 or Ec 203 or concurrent

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a "good" tax system; special problems of state and local governments. The course stresses current U.S. problems.

Richard W. Tresch

Ec 371 International Economics (F; 3)

Prerequisite: Micro and Macro are suggested.

Covers both macro and micro topics in international economics. The former includes balance of payments adjustment models, the theory of macro policy-making in the open economy, and reform of the international monetary system. The latter includes fundamental determinants of trade, economic welfare and trade, the theory of commercial policy, and the interaction of trade and economic growth.

James E. Anderson

Ec 373 International Economics (S; 3)

This course applies microeconomics to the pure theory of trade and macroeconomics to capital movements, the balance of payments, and the international monetary system. The issue of tariffs and quotas versus free trade is considered in light of U.S. policy, economic integration is examined with the Common Market as a model, and attention is given to problems of exchange rates and proposals for reform of the international monetary system.

John J. Murphy, S.J.

Ec 375 Economic Development (F, S; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development and the principal issues facing policy makers in these countries.

Francis M. McLaughlin

Ec 380 Capital Theory and Finance (F; 3)

Prerequisite: Ec 201 or Ec 203 and Ec 221 or Ec 327 or with permission.

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, finance and securities markets, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

Harold Petersen

Ec 383 Seminar in the Economics of Human Resources I (F; 3)

Prerequisites: Ec 201 or Ec 203. The seminar will provide an integrated treatment of the field, including (a) theories of investment in human resources, empirical tests and applications to the planning of education and health services; (b) analysis of the distributional impact of human investment activities; (c) principles of social cost-benefit analysis and application to selected program and policy areas in education and health. Seminar meetings will include presentations by students, sponsoring faculty and invited specialists. A research paper is expected of students taking the seminar for credit.

Andre Doniere

Ec 384 Seminar in the Economics of Human Resources II (S; 3)

Prerequisites: Ec 383 and Ec 201 or Ec 203.

Continuation of Ec 383.

Andre Danieri

Ec 394 Economic Problems of the City (F; 3)

This course deals with problems facing large U.S. cities – declining incomes and population, substandard housing, congested highways and public transit, rising public expenditures and deterioration of public services. The determinants of land-use – physical, economic and political – are identified and various public policies such as urban renewal, local finance, transportation subsidies, are evaluated.

John Hekman

Ec 397 Soviet Economic System (F; 3)

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy.

Leon Smolinski

Ec 398 Comparative Economic Systems (S; 3)

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare.

Leon Smolinski

Ec 664 Labor Management Relations (S; 3)

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.
Donald J. White

Un 201 Urban Symposium (S; 3)

Prerequisite: Junior level and the completion of core requirements in history and social science. Also, one urban course selected from one of the social sciences.

This interdisciplinary course is taught by a team of social scientists. A gaming format is used whereby students confront real urban problems in a controlled, simulated urban environment. Students take the roles of important decision-makers and attempt to bring about a resolution of a programmed conflict which is consistent with their role. A mix of lectures, independent research and game-playing is utilized.
John Hekmon

GRADUATE PROGRAM

Section I – First Year Program

Ec 701 Economic Theory – Micro-Economics (F; 3)

Comprehensive treatments of theories of consumer behavior and production.
Marvin Kraus

Ec 702 Economic Theory – Micro-Economics (S; 3)

Prerequisite: Ec 701 or its equivalent
Market equilibrium, general equilibrium analysis, imperfect competition, welfare economics, linear economies and input-output analysis.
Marvin Kraus

Ec 703 Economic Theory – Macro-Economics (F; 3)

The course is an examination of economic inference in macro-economic analysis. The assumptions that underlie any model of aggregative behavior are discussed. The importance of these underlying assumptions for the predictions of a model is illustrated by an examination of the underlying assumptions of classical, Keynesian, and monetarist models. Also, the implications of recent developments in the theories of the consumption function, investment function, asset markets and portfolio selection, and labor markets for the structural equations of aggregative models are discussed. Finally, the course examines the relationship between aggregative models and microeconomic analysis. Particular emphasis is given to recent attempts to interpret Keynesian analysis as a description of the disequilibrium process of microeconomic behavior.

Geoffrey Woglom

Ec 704 Economic Theory – Macro-Economics (S; 3)

Prerequisite: Ec 703 or its equivalent.

Continuation of Ec 703.

Geoffrey Woglom

Ec 711 Mathematics for Economists I (F; 3)

1 – Differential and integral calculus – limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, integrals.
2 – Elementary economic applications.

Donald Richter

Ec 712 Mathematics for Economists II (S; 3)

Prerequisite: Ec 711 or its equivalent.

1 – Linear algebra; Theory of linear spaces and linear transformations. 2 – Economic applications of convex sets and separating hyperplanes. 3 – Linear programming and related optimization techniques.
Donald Richter

Ec 723 Statistics – Foundations (F, S; 6)

Prerequisite: Ec 711 or its equivalent

Probability, sampling distributions, introduction to decision theory, statistical problems of point and interval estimation and hypothesis testing.
John Ciccolo

Section II – Advanced Courses

Ec 801 Economic Theory – Advanced Microeconomics (S; 3)

Advanced seminar in which mathematical methods are used to analyze current issues in price theory. Topics covered may vary with the interests of the students.

Ec 816 Research Seminar in Macroeconomics (S; 3)

The course will be organized around specific research projects in macroeconomics related to the specification, estimation and simulation of a structural macro model. It will include discussion of theoretical and empirical work relevant to the projects, but will not attempt to survey the field. The seminar is intended for three groups of students: (1) those interested in applying statistical and econometric methods to macroeconomic problems; (2) those searching for thesis topics in this area; (3) those who are writing theses and would appreciate constructive criticism and ideas.
John Ciccolo

Ec 827 Econometrics I (F; 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

David A. Belsley

Ec 828 Econometrics II (S; 3)

Prerequisites: Ec 827.

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

David A. Belsley

Ec 843 Consumer Information and Education (F; 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer education. There are no prerequisites for this course.

Robert J. McEwen, S.J.

Ec 844 Consumer Legislation (S; 3)

Actual and proposed legislation to provide and protect consumer rights. Remedies and enforcement problems. Comparison of different economic systems in the legal protection of consumer rights. There are no prerequisites for this course.

Robert J. McEwen, S.J.

Ec 853 Industrial Organization I (F; 3)

Presentation of the economic theory on the causes of industrial concentration. Empirical work examined concerning such forces as economies of scale, differentiation of product, capital requirements.

H. Michael Monn

Ec 854 Industrial Organization II (S; 3)

Investigation of consequences of industrial concentration in dimensions of allocative, dynamic, and x-efficiency, economic progress, stability, and product quality. Public policy assessed in light of our knowledge about the causes of and consequences of concentration.

H. Michael Mann

Ec 861 Money, Banking and Inflation (F; 3)

Prerequisites: Differential and Integral Calculus

Money and the U.S. monetary system; theories of the demand for money; hyperinflation, inflationary finance; money, business activity and unemployment; the supply of money and bank market structure; international monetary relations.

J. Huston McCulloch

Ec 862 Monetary Theory and Policy (S; 3)

Prerequisites: Ec 703.

Advanced monetary theory and econometric studies; portfolio allocation models; "near money"; money and value theory, the real balance effect; instruments of monetary policy; the term structure of interest rates; unsettled issues.

John Ciccolo

Ec 865 Fiscal Policy (S; 3)

The role of government in stabilization, growth, and the determination of the income distribution; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: "optimal" economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; growth and the fiscal structure; U.S. economic policy in practice; problems of the income distribution; the national debt.

Richard W. Tresch

98 / Description of Courses

EDUCATION

Ec 866 Fiscal Economics (F; 3)

Problems of economic efficiency and allocation; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; the question of "optimal" taxation and "excess burden"; problems of fiscal federalism.

Richard Tresch

Ec 871 Theory of International Trade (F; 3)

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage.

James E. Anderson

Ec 872 Problems in International Economics (S; 3)

Treatment of balance of payments adjustment models, the theory of macro policy-making in the open economy, and empirical work on the balance of payments and its elements. Also selected topics in trade theory.

James E. Anderson

Ec 875 Economic Development (F; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries.

Francis M. McLoughlin

Ec 880 Capital Theory and Finance (S; 3)

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

Horold Petersen

Ec 881 Capital and Interest (S; 3)

Neo-Classical Neo-Austrian, and Neo-Marxist theories of capital and interest. The Cambridge-Cambridge debate. National Debt policy. Related topics.

J. Huston McCulloch

Ec 885 Theories of the Labor Market (F; 3)

A comprehensive microeconomic approach to wage theory and the theory of labor markets, focusing on labor supply, marginal productivity theory, human capital theory, institutional labor market analysis, and stratification theories. The course also focuses on topics of labor supply. Both economic theory and empirical evidence are investigated.

Borrry Bluestone

Joseph Quinn

Ec 886 Topics in Labor Economics and Income Distribution (S; 3)

The course analyzes alternative theories of income distribution from the perspective of labor market theory. Neoclassical and radical hypotheses of the determinants of income are explored. Specific topics which may be investigated include the theory of functional shares, issues in discrimination, social mobility, and the role of the state.

Borrry Bluestone

Joseph Quinn

Ec 893 Urban Economics I (F; 3)

Models of resource allocation in cities; site rent as an influence on the location of households and firms; inter- and intra-urban variation in prices, wages and population density; cost-benefit analysis of urban renewal, transportation and pollution abatement programs.

John Hekmon

Ec 894 Urban Economics II (S; 3)

An analysis of problems involved with the provision of urban public services; public goods, external effects, zoning, optimal jurisdictions, and urban public finance.

John Hekmon

Ec 897 Soviet Economic System (F; 3)

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

Ec 898 Comparative Economic Systems (S; 3)

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis.

Leon Smolinski

Section III – Research

Ec 799 Reading and Research (F, S; 3, 3)

By arrangement

The Department

Ec 901 – 902 Research-In-Progress-Seminar (F; 3)

Required of all admitted to candidacy for the doctor's degree and open to all other students.

Ec 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Education (Ed)

Ed 001 History of Western Education (F, S; 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements of Western education.

Edword Power

George Woytonowitz

Ed 010 Philosophy of Education (F, S; 3)

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

Pierre Lombert

George Woytonowitz

Ed 030 Child Growth (F, S; 3)

Child growth is presented as an integrated study of a child's physical, intellectual, social and emotional aspects of development. Implications for child-rearing and educational practice are stressed.

John Trovers

Ed 031 Psychology of Learning (F, S; 3)

Learning is analyzed both from the cognitive and behavioral viewpoint. Those elements that affect the learning process are also studied. Relationship to educational practice is stressed.

John Trovers

Ed 032 Modes of Teaching (F, S; 3)

This course is designed to introduce the undergraduate preparing for the teaching profession to the field of education. Class sessions are designed so that many aspects of education are examined in a variety of ways. In addition to class sessions, students must work in an elementary classroom one morning per week.

Lillion Buckley

Ed 041 Adolescent Psychology (F, S; 3)

An introduction to the psychology and problems of the adolescent. Biological changes, cultural influences, the identity crisis, and adult and peer relationships will be discussed. Consideration will be given to the possibility that a new youth culture or counter-culture is emerging in the West. Consequently, theories of McLuhan, Reich, Toffler, and Roszak will be examined along with traditional theories of Freud and Erikson.

William K. Kilpatrick

Ed 050 Innovative Ideas for Schools (F; 3)

Innovative conceptions of teaching will be presented, and some exciting new teaching strategies will be demonstrated. The purpose of the course will be to combine study of the philosophy, psychol-

ogy, and methodology of various innovations. Among these are micro-teaching, computer-assisted instruction, group-talk, inquiry training, and the disinhibition of creative abilities. Some students in the course will be able to participate in a camp for seven to twelve year old children, in which some innovative techniques are practiced.

John Docey

Ed 060 Educational Measurement (F, S; 3)

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability.

John Jensen
Ronold Nuttoll
Corl Reynolds
John Wolsh

Ed 082 Youth Culture and the Campus (F, S; 3)

This course will provide a setting for students to analyze theoretically and practically their culture, sub-cultures, and campus environment, interpersonal relationships and values. Students will have the opportunity to work on practical projects of their choice which will focus on these areas and to join in discussion groups and panels. Films and tapes will be used throughout the course. The services of special lecturers and consultants will also be available.

Mory Kinnone

Ed 101 Elementary Language Arts (F, S; 2)

The course examines the major components of the language arts curriculum, with specific focus on effective instructional techniques for teaching communications skills to children in the elementary grades. Theory and practice are utilized by students working in an elementary school classroom one day per week.

Lillian Buckley
John Sovoge
Charles Smith

Ed 104 Reading Methods (F, S; 2)

The course examines major approaches to teaching reading, instructional and diagnostic techniques, and materials appropriate for development of basic reading skills in the elementary grades.

John Sovoge

Ed 105 Social Studies Education of Children (F, S; 2)

Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

Katherine C. Cotter
Charles Smith

Ed 108 Elementary Mathematics Methods (F, S; 2)

Curriculum materials and instructional techniques useful in teaching mathematics for elementary school children will be examined. Lecture and Laboratory.

Michael Schiro

Ed 109 Elementary Science Methods (F, S; 2)

This course provides for the analysis and evaluation of the major elementary science curriculum projects. An emphasis will be placed on familiarization with the projects through individual work with these and other science materials.

George T. Lodd

Ed 111 Curriculum in Secondary Schools (F, S; 3)

Teaching procedures and methods appropriate to the secondary school. Objectives, classroom management, learning experiences, and audiovisual techniques are treated. Alternative school methods and team teaching techniques are discussed. A course on general methodology.

Mory O'Toole
Edward Smith

Ed 126 Secondary Speech Methods (F; 3)

A study of the methods and practice appropriate to teaching speech and theatre.

Dormon Picklesimer

Ed 145 Children's Literature (S; 3)

An examination of the various genres in children's literature. Attention given to the effective use of literature in the classroom.

Lillian Buckley

Ed 146 Diagnostic and Remedial Reading (S; 3)

Causes of reading disability, and the means of diagnosing and correcting disabilities will be the topics of study for this course.

The Department

Ed 147 Self Actualization and the Child (F; 3)

Students initially will investigate theories and research on the development of competence and on the role of play in the total development of the young child and the competent teacher. Workshops and practicum will provide the student with an opportunity to implement these theories and research by exploring and applying alternate teaching strategies, curriculum content, selection and development of materials and spatial arrangement in a preschool and primary setting.

The Department

Ed 148 Media and Curriculum (S; 3)

This course is designed to demonstrate ways in which media do affect the teaching/learning process in the classroom. Students are able to develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria used in the selection and utilization of instructional materials for specific learning situations. It enables students to design and produce instructional materials using the facilities of University Audiovisual Services.

Fred Pulo

Ed 151 Problems in Urban Education (F, S; 3)

The course aims to acquaint the student with the urban community, its people, and their problems. It includes at least four field trips to inner-city agencies, centers, organizations, and events, as well as attendance of on-campus classes.

Charles Smith

Ed 156 Issues in Early Childhood Education (S; 3)

This seminar will consider in alternate years the different models and programs for early childhood education in this country and abroad, their historical and philosophic roots, and their psycho-social justifications; and current issues such as, legislation for children, father-child relationships, impact of divorce on the young child, family and schooling, as well as approaches in human relationships that foster teacher competency. Practicum will consist of working with community agencies, parents, and alternative settings for the care of young children, such as day care, open ed and playgrounds.

The Department

Ed 200 Introduction to the Education of Children with Special Needs (F, S; 3)

A general survey course in which high-incidence and low-incidence handicapping conditions are explored. Symptomatology, diagnosis, prevalence, as well as educational implications will be examined and discussed. Students will receive an overview of concepts of habilitation and rehabilitation as they apply to children with special needs.

The Department

Ed 201 Classroom Management: Children with Special Needs (F, S; 3)

This course focuses first on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students are required to write anecdotal records and to employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

The Department

Ed 206 Habilitation of Children with Special Needs (F, S; 3)

This course deals with both the theoretical and practical aspects of developing educational programs which, at all levels, focus appropriately on vocational awareness and preparation. In addition to the acquisition of theoretical knowledge, students meet the requirements of this course via a heavy concentration of hands-on experiences in practical arts and recreation.

The Department

100 / Description of Courses

EDUCATION

Ed 207 Exceptional Child in the Classroom (S; 3)

This course is an introduction to the various handicapping conditions present in school age children including mental retardation, emotional disturbances, physical handicaps and learning disabilities. Classroom adaptations and teaching techniques will also be covered. For Seniors in regular education. The Department

Ed 208 Educational Strategies for Children with Special Needs (F, S; 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs. The Department

Ed 209 Educational Assessment of Children with Special Needs (S; 3)

This course deals with the development of formal and informal assessment techniques for the identification of specific learning abilities and disabilities in children. The development of observation skills is stressed, with a heavy emphasis on task analysis. The Department

Ed 210 Auditory Learning Disabilities (S; 3)

This course deals with the symptomatology, assessment and remediation of auditory language disorders in children. Students will administer, score and interpret a number of tests of auditory perception and receptive and expressive language, with the ultimate goal of formulating prescriptive programs. The Department

Ed 211 Introduction to Learning Disabilities (S; 3)

This course presents an introduction to the field of learning disabilities. It reviews the behavioral and learning symptoms presented by these children and the educational implications for remediation of these problems. The Department

Ed 250 Student Teaching (F, S; 12)

Student Teaching is a practicum experience involving senior education major students in teaching/learning experiences at selected schools in this area as well as out of state and overseas. Students work in their major area of study five days a week for a fifteen week period. Elementary and Secondary majors receive 12 hours of credit for a full semester. Special Education majors receive 6 hours credit for their Elementary experience and 6 hours for Special Education. Students are expected to design and carry out a project as part of this course. The project is under the direction and supervision of the Research Department. Joan Jones

Ed 260 Senior Research Project (F, S; 3)

Each senior in the student teaching experience, working in conjunction with cooperating school personnel, college supervisors, and the staff of the Division of Educational Research, Measurement and Evaluation will conduct an investigation of an educational problem which has relevance to the needs of the school to which the student teacher is assigned. During the first weeks of the semester students will attend classes designed to assist them in the selection of an appropriate problem and in familiarizing them with appropriate research methodologies. Carl H. Reynolds

Ed 275 Sex Education and Drug Abuse (F; 3)

This course is designed to cover the physiology of human reproduction with emphasis on the development of sexuality leading to marriage, and influences of the family, the special topics of role responsibilities, venereal disease, sex hygiene, birth control and consideration of drug abuse. Peter Ligor

Ed 276 Adapted Physical Education for the Child with Special Needs (F, S; 3)

Acquaints the student with the mental and physical aspects of children with special needs. Emphasis is placed on recognition and remediation of a child handicap and assisting in developing abilities to fullest potential. Practicum in elementary schools and hospital settings provide for enrichment and utilization of theories. Theresa A. Powell

Ed 277 Modes and Models of Teaching Human Movement (F, S; 3)

An integrated course designed to give students a working knowledge of purposes of human movement and its activities in the elementary school child. Practicum in elementary school setting provides for enrichment and utilization of theoretical ideas and concepts. Thereso A. Powell

Ed 279 Applied Anatomy and Kinesiology (S; 3)

Required of students in Physical Education. The course includes the theoretical and practical knowledge necessary for the understanding of human movement and the techniques of analyzing motor skills. Peter Ligor

Ed 300 Secondary Science Methods (F; 3)

A survey of the available secondary science curricula will be combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class and examine ways to facilitate the inquiry approach in science teaching. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.) George T. Ladd

By arrangement

Ed 301 Secondary History Methods (F; 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.) William Kilpatrick

By arrangement

Ed 302 Secondary English Methods (F; 3)

This course carries the Secondary School English Major from an introductory phase that shows him the place of the English Department in the Secondary School plan to a closing phase in which he has a comprehensive look at research in progress in the teaching of English. In between these two phases, he discovers what will make an effective, successful teacher of English. He receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.) Mory C. O'Toole

By arrangement

Ed 303 Secondary Language Methods (S; 3)

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.) Rebecca Volette

By arrangement

Ed 304 Secondary Math Methods (F; 3)

This course is designed to prepare the student for his teaching experience in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which will provide background information. This will allow a more meaningful presentation of various units in mathematics. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.) Francis Collins

By arrangement

Ed 311 Educational Psychology (F; 3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

311.01 M., 4:30-6:15

Jessica Daniel

311.02 T., 4:30-6:15

Jessica Daniel

Ed 315 Psychology of Adolescence (S; 3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

W., 4:30-6:15

William K. Kilpatrick

Ed 321 Early Childhood Curriculum: Teaching Strategies and Learning Environments (F; 3)

Class discussion will explore alternate models of teaching, and the content, materials, development and evaluation of learning environments for young children. Practicum will include visits to different types of programs for young children and semester-long teaching involvement in one center in order to develop competencies in design of learning environments, program development, evaluation and alternate teaching strategies to foster self-concept of the young child.

T., 4:30-6:15

Eva A. Neumann

Ed 323 Reading Instruction in the Secondary School (S; 3)

Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.

M., 4:30-6:15

John F. Sovage

Ed 324 Language Arts in the Elementary School (S; 3)

Focus is on the place of the language arts in the total elementary school curriculum. Topics include the integration of listening, speaking, reading, and writing; research in language arts; innovations in the language curriculum; and materials for teaching language arts in the elementary school.

T., 4:30-6:15

John F. Sovage

Ed 325 Science in the Elementary School (S; 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

M., 7:00-9:00

George T. Ladd

Ed 326 Science in the Secondary School (F; 3)

Current issues, trends and innovations in science education at the secondary (7 - 12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

M., 7:00-9:00

George T. Ladd

Ed 334 Special Projects in Religious Education (F, S; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

Glorio Durko

Ed 350 Legal Rights of Teachers and Students (S; 3)

A course designed to acquaint beginning teachers with their legal rights and the rights of their students. It is particularly appropriate for seniors who have just experienced a semester of student teaching.

T., 4:30-6:15

Ronald Seoley

Ed 351 Problems and Issues in the Administration of Public Schools (S; 3)

A course designed for School of Education seniors and experienced teachers not majoring in educational administration and supervision. Discussions will focus on educational policy development; organizational models for learning; educational leadership; and the changing roles of school personnel.

M., 4:30-6:15

Vincent Nuccio

Ed 363 Introduction to Statistics (F, S; 3)

Prerequisite: satisfactory performance on an elementary mathematics examination.

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation

and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

Fall,

W., 4:30-6:15

John J. Wolsh

Spring,

T., 4:30-6:15

John A. Jensen

Ed 364 Intermediate Statistics (S; 3)

Prerequisite: Ed 363 - Introduction to Statistics or equivalent

Parametric and non-parametric inferential techniques concerning several populations. Topics include the t test, the Wilcoxon sumrank test and estimation thereupon based, one-way analysis of variance based on the F test and the Kruskal-Wallis test, analysis of randomized block designs based on the F test and the Friedman test, tests for independence between two nominal or continuous variables, and linear regression.

W., 4:30-6:15

Carl H. Reynolds

Ed 366 Introduction to Computer Programming (F; 3)

An intensive course emphasizing the planning, writing, and executing of computer programs using the FORTRAN language. Other topics include the BASIC language, IBM Job Control Language, and operating systems. Meets twice-weekly for the first seven weeks of the semester.

T., Th., 10:30-12:30

John A. Jensen

Ed 367 Computer Analysis of Research Data (S; 3)

Intended for students who need to make use of computers for analysis of statistical data, but who do not need to learn a programming language. Topics include: data acquisition and file construction using punched cards, optical scanning, and sequential and direct-access storage media; Job Control Language for IBM System 360/370 computers; and experience in the use of existing programs and packages such as SPSS and Datatext.

W., 4:30-6:15

John A. Jensen

Ed 373 Explorations in Humanistic Education (F; 3)

A comprehensive practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a new era of accountability; affective and confluent education, values clarification, student self-actualization, open education and other aspects of humanistic education will be studied. Facets of the course will include guest speakers, media and field observation.

T., 4:30-6:15

Kothorine C. Cotter

Ed 375 Remedial Language Instruction (F; 3)

Designed primarily for students in the Special Educator program. This course examines basic curriculum and instructional issues in language arts, specifically as these issues apply to children with special learning needs.

M., 7:00-9:00

J. Savage

Ed 380 Visual Handicaps and Education (F; 2)

A study of the anatomy and function of the eye with emphasis on common life diseases and their effect on vision. Included is the use of residual vision, optical aids and educational-rehabilitative implications of various types of eye conditions.

W., 4:30-6:15

C. Tollman

Ed 382 Communications (Manual) (Intercession; 1) - (S; 1)

A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. This course is not designed to prepare students to teach these skills, but rather to provide them with an understanding of and consumer skills in these communication systems.

By arrangement

M. Oppel

Ed 383 Interpersonal Relationships I (F, S; 2)

Focuses on the student teacher and his ability to live and work with other people. This course will help the student to look at himself and choose those social techniques which will increase his effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people.

Fall, by arrangement

F. Kelly

Spring, by arrangement

A. Baker

102 / Description of Courses

EDUCATION

Ed 384 Multihandicapped Education Seminar (F; 3)

An overview of educational programs for the multihandicapped with special attention to the problems of the sensorily handicapped child. Emphasis is placed on observation and recording of behavioral data and translation into an educational plan.

W., 1:00-2:45

Bonnie Bullord

Ed 385 Interpersonal Relations II (S; 2)

Prerequisite: Ed 383

Continuation of first semester half of the course.

By arrangement

Francis Kelly

Ed 386 Communication (Manual) II (S; 2)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated (includes Braille for students in the Peripatology Program).

Limited to students in the Deaf/Blind, Multihandicapped Program and the Peripatology Program. Meets twice a week.

T., 4:30-6:15

Terrell Clork

Th., 7:00-8:30

Terrell Clork

Ed 389 Problems in the Education of the Visually Handicapped (S; 3)

Specialized strategies for teaching blind and partially seeing students with additional handicaps.

W., 4:30-6:15

Bonnie Bullord

Ed 392 Education and Psychology of Exceptional Children (S; 3)

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to new Massachusetts legislation and regulations pertaining to the education of exceptional children.

T., 4:30-6:15

To Be Announced

Ed 393 Student Teaching: Blind (F; S; 0)

Students in Special Education program will have 8 weeks student teaching (10 to 12 hours per week) in their area of special interest. With consent of instructor

F., 1:30-3:00

Ouido Morris/William Heisler

M., 4:30-6:15

Ouido Morris/William Heisler

Ed 397 Observation: Special Education (S; 0)

Field trips to various schools and agencies serving exceptional children and adults.

By arrangement

Ouido F. Morris

William Heisler

Ed 398 Working with Parents (F; 3)

Parents of handicapped children may be their most important educational resource. Using the experiences of class members, this course will demonstrate and discuss ways of helping parents cope with feelings about their children and ways educators can work with parents on behalf of their children's educational and social development.

Th., 5:30-7:15

Morion Ross

Ed 402 Modern Educational Thought (F; 3)

A survey of recent current philosophies of education through the writings of representatives of the major positions.

Th., 4:30-6:15

Pierre D. Lombert

Ed 403 Philosophy of Education (S; 3)

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.

Th., 4:30-6:15

Pierre D. Lambert

Ed 404 Evolution of Educational Doctrine (F; 3)

An historical and philosophical inquiry into the development of educational theory.

W., 4:30-6:15

Edword J. Power

Ed 412 Abnormal Psychology (S; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

M., 4:30-6:15

John Docey

Ed 414 Modern Psychology and Education (S; 3)

Prerequisite: Undergraduate Educational Psychology

An analysis of classical and modern theories of learning and their practical classroom implications.

414.01 T., 4:30-6:15

Jessico Daniel

414.02 Th., 4:30-6:15

John F. Trovers

Ed 416 Child Psychology (F; 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

W., 4:30-6:15

John F. Trovers

Ed 420 Student Teaching, Elementary School (F, S; 3-6)

This ten-week field experience consists of classroom observation and teaching in a nearby elementary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in Elementary Education Plan A.

By arrangement 420.01 - 6 cr.

Joon C. Jones

By arrangement 420.02 - 3 cr.

Joon C. Jones

Ed 421 Introduction to Developmental Reading (F; 3)

Topics covered are developmental reading skill sequence, teaching methodology and materials and assessment instruments.

T., 4:30-6:15

Fronces Powell

Ed 422 Internship in Teaching (F, S, Summer: 3)

A cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers, after completing student teaching in the summer, teach half time September through June. For this they receive one-half of the Massachusetts minimum salary. This is a three-semester (Summer, Fall and Spring) course and grades are given only at the end of the Spring semester.

By arrangement

Edword Smith

Ed 424 Introduction to Educational Media (F; 3)

Brief review of factors determining the need for technology in the classroom; a demonstration of the typical audiovisual equipment used in the classroom and analysis of how they can be integrated into the curriculum; practice in the operation of audiovisual equipment and production of materials, communication theory, study of computer-assisted instruction, educational technology in a non graded school, commercial development of curriculum materials. Limited enrollment.

M., 4:30-6:15

Fred Pulo

Ed 426 Techniques of Teaching in the Secondary School (F; 3)

An introductory course on the modern secondary school. The focus is on the learning of adolescent pupils and effective instructional strategies in students' areas of specialization. The course involves micro-teaching. Some background in psychology is desirable.

Th., 4:30-6:15

Mory C. O'Toole

Ed 427 Student Teaching: Early Childhood (S; 6)

This practicum consists of a full semester of supervised teaching. Half of the practicum will be at the preschool level and the other half at the primary grade level. Throughout the semester, individual conferences will be held with the early childhood coordinator to discuss the teaching experience. Video-taping also may be used to permit in-depth critical analysis of teaching strategies by the student and the coordinator.

By arrangement

Joon C. Jones

Ed 428 Student Teaching: Secondary School (F, S; 6)

This ten-week field experience of classroom observation and teaching in a nearby secondary school is under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in MAT-MST, plan B.
By arrangement Joon C. Jones

Ed. 431.01 Community Seminar in Adult Education (F; 3)

This course will deal with the theory and practice of adult education. Special attention will be given to the principles of andragogy and their implications for religious education, and to the family cluster model.

The seminar will be held on three weekends, 4 p.m.-9 p.m. Friday and 10 a.m.-4 p.m. Saturday. The three weekend sessions will include lectures, panel dialogues, and small group sessions. Gabriel Moran will serve as coordinator of the three sessions, which will take place Sept. 24 & 25 (Malcolm Knowles); Oct. 29 & 30 (Margaret Sawin); Nov. 19 & 20 (James Schaefer).
See above Gabriel Moran

Ed 437 Guided Research in Education as Service (F, S; 3, 3)

Project design and implementation in an occupational context, under the direction of a faculty advisor.
By arrangement Glorio Durko

Ed 440 Principles and Techniques of Guidance (F; 3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance.
W., 4:30 - 6:15 William C. Cottle

Ed 441 Organization and Administration of Guidance and Personnel Services (S; 3)

Starting, organizing, administering and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration. Degree students only.
F., 4:30-6:15 To Be Announced

Ed 442 Identification and Prevention in Elementary School Guidance (F; 3)

Stresses the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral. Laboratory experience in diagnosing remedial needs of children. Degree students only.
T., 4:30-6:15 To Be Announced

Ed 443 Counseling and Group Processes in the Elementary School (S; 3)

Counseling and supporting group processes applied to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group work with children or parents. Degree students only.
T., 4:30-6:15 To Be Announced

Ed 445 Clinical Child Guidance (S; 3)

Application of psychological data and methods to clinical problems of childhood. Emphasis on school related problems such as emotional correlates to learning and behavior. Evaluation of modern clinical procedures in diagnosis and counseling. Laboratory practice in interviewing parents and children. Degree students only.
M., 4:30-6:15 Francis Kelly

Ed 446 The Counseling Process (F, S; 3)

Prerequisite: Ed 440 or its equivalent.
The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems at various school levels. Laboratory experience in interviewing. Boston College degree students (counseling majors).
T., 4:30-6:15 Kenneth Wegner

Ed 448 Career Development and Placement (F; 3)

Evaluation, classification and use of educational and occupational literature for career development purposes in counseling and teaching from the elementary school through college. Introduction to the sociology and psychology of career, techniques of placement and personnel work in school and non-school settings. Laboratory experience in ordering and filing vocational and educational information. Boston College degree students (counseling majors).
M., 4:30-6:15 To Be Announced

Ed 449 Counseling for Human Development (F; 3)

A course designed for counselors who will work as consultants to students, teachers and parents in promoting psychological growth in individuals. Selected topics include teaching of human relations and social interaction skills, techniques of value clarification, development of strategies for emotional control, developing achievement motivation and psychological aspects of positive mental health. Degree students only.
F., 4:30-6:15 To Be Announced

Ed 450 Introduction to Educational Administration (F; 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, current theories and practices in vogue today, and a view as to what can be expected for the future.

The course considers the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and examines current issues related to administration and supervision.
Th., 4:30-6:15 Donald T. Donley

Ed 451 Personnel Administration (S; 3)

Problems of recruiting, selecting, developing, and evaluating personnel are treated within a theoretical framework of the school as a social system. The course emphasizes the nature and quality of interrelationships among administrators, teachers, and students. The course takes a system-wide view of personnel administration and builds upon effective supervisory practices at the classroom level.
T., 4:30-6:15 Donald T. Donley

Ed 452 Introduction to Educational Finance and School Business Management (F; 3)

Will include (1) a study of the application of basic economic analysis to the problems and issues of school finance including federal-state-local relationships, and (2) an overview of the problems relating to business management of the educational enterprise.
T., 4:30-6:15 Ronold Seoley

Ed 453 The Elementary School Principalship (S; 3)

This course deals with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the role of the principal as the instructional leader. The concept of the elementary principal as an educational statesman will be developed.
W., 4:30-6:15 Joseph P. Duffy, S.J.

Ed 454 The Junior-High and Middle-School Development (S; 3)

This course develops an historical, current, and future perspective of the junior-high and middle-school development. It develops the rationale for both. As a basis for the school in the middle of the school system, students identify the needs of the pre and early adolescent, the needs of the teacher who works with these young persons, and the needs of the community.

The course presents a number of different organizational arrangements and evaluates their respective strengths and weaknesses.
Th., 4:30-6:15 William M. Griffin

Ed 455 The Secondary School Principalship (F; 3)

This course deals with current administrative concepts and practices essential to effective school organization and management. Students study the interaction of the four major sets of sub-systems: curriculum development, personnel development, instructional, and organizational. Attention is given to programming a master schedule, the use of differentiated staff, plant operations, student activi-

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EDUCATION

ties, school-community relations, and trends in enrollment. The middle-management role is examined both theoretically and operationally.

M., 4:30-6:16

William M. Griffin

Ed 456 Legal Aspects of Educational Administration (F; 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

F., 4:30-6:15

Ronald Sealey

Ed 457 Administration of Curriculum: Theory and Practice (S; 3)

The course offers a variety of frameworks for the development and management of the total school curriculum. Emphasis is on the formulations of the Tyler Rationale for curriculum construction. The basic product of the course is a report describing in detail the development, by the student, of a program for a specified and agreed upon area using principles taught in the course.

M., 4:30-6:15

William M. Griffin

Ed 458 Education and the Political Process (F; 3)

A detailed consideration of the thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

Th., 4:30-6:15

Ronald Sealey

Ed 459 Supervision I (F; 3)

This course is designed for persons preparing for or currently in supervisory positions such as principals, supervisors, heads of departments, and team leaders. It deals primarily with instructional supervision at the classroom level. Variables related to an instructional act are identified and evaluation procedures developed. The course depicts modern trends in supervision and students get practice in new techniques such as microteaching which aim to improve the instructional outcomes.

W., 4:30-6:15

William M. Griffin

Ed 460 Research Methods in Education (F, S; 3)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports.

Fall, M., 4:30-6:15

John J. Walsh

Spring, M., 4:30-6:15

John A. Jensen

Ed 461 Pro-Seminar in Methods of Educational Research (F, 3)

Prerequisite: permission of Instructor.

This course is required of students planning degrees in Educational Research and is open to other well qualified students. The methods used in educational research are examined extensively and critically. Seminar reports are expected from each participant.

M., 4:30-6:15

Peter W. Airoson

Ed 462 Construction of Achievement Tests (S; 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal test of achievement with practical application to classroom use. Basic techniques of test construction.

T., 4:30-6:15

George F. Madaus

Ed 464 Individual Intelligence Testing (F, S; 3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring and interpretation of mental tests. A certification of proficiency in the administration of the Revised Stanford-Binet Tests of Intelligence, Form L-M, and the Wechsler Scales: WAIS and WISC are given to those successfully administering a specific number of tests. Preregistration in Education Dept.

Students must preregister in Campion 103.

464.01 M., 4:30-6:15

To Be Announced

464.02 W., 4:30-6:15

To Be Announced

464.03 F., 4:30-6:15

To Be Announced

Ed 465 Group Psychological Tests (F; 3)

Covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

Th., 4:30-6:15

Kenneth W. Wegner

Ed 466 Curriculum Evaluation: Theory and Practice (F; 3)

An intensive study of rationales of evaluation, emphasizing the operational definition of objectives, existing taxonomies of goals.

Th., 4:30-6:15

George F. Madaus

Ed 470 Literature for Children (S; 3)

An immersion in children's literature. Through books, filmstrips, records, films and participating in activities, the student comes to know the poetry and prose in literature for children.

M., 4:30-6:15

Lillian A. Buckley

Ed 479 Gerontology (S; 2)

An introduction to the human aging process; its physical, educational, social and psychological implications. Particular emphasis will be placed on the individual receiving rehabilitation services.

Th., 7:00-9:30

R. Flonnelly

Ed 481 Physical Aspects of Rehabilitation of the Visually Handicapped (F; 2)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation of blind and visually handicapped individuals. Special attention is given to neuro-vascular conditions, hearing defects, audiological measurement, dynamics of posture/locomotion, physical correctives. Meets twice weekly.

Th., 4:30-6:15

S. A. O'Neil/W. G. Wolf

Ed 483 Principles of Rehabilitation and Habilitation (F; 3)

A study of the philosophy, the history and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars - attention is given to both rehabilitative and habilitative services.

F., 4:30-6:16

John Eichorn

Ed 484 Introduction to Orientation and Mobility Practicum (F; 2)

First practicum phase for students in the Peripatoly Program and for those preparing to be teachers of orientation and mobility. This course is designed to introduce the student to skills and procedures involved in the orientation and mobility of blind individuals and to provide opportunity to travel and perform other daily routines while under blindfold and other sensory restrictions. There are also visits - observations to agencies in the field and weekly seminar-lectures.

By arrangement

The Department

Ed 485 Psycho-Social Development of Normal and Handicapped Children (F; 3)

Psycho-social development from conception through adolescence with concern for deviation in the cognitive, affective, sensory and neurological domains. Special emphasis is given to conditions of mental retardation, emotional disturbances and neurological impairment during childhood and adolescence.

485.01 W., 4:30 - 6:15

Donald Ropp

485.02 W., 4:30 - 6:15

Philip Di Mattia

485.03 W., 4:30 - 6:15

Lawrence Lieberman

Ed 486 Communication Skills for the Visually Handicapped (F; 3)

Grade II (literary) braille, Nemeth Code of Braille Mathematics, preparation of instructional materials. Teaching Language Arts with emphasis on reading for blind and partially seeing students.

Scheduled fall semester through first eight weeks of spring semester.

Fall: T., Th., 4:00-6:00

Spring: M., Th., 4:00-6:00

Ouida Morris

Ed 487 Education of Visually Handicapped Children and Youth (F; 3)

Designed to give an overview of education of the visually handicapped including educational and psychological implications of blindness and partial vision, program models, and principles of teaching the visually handicapped.

W., 2:00-3:45

Ouida Morris/William Heisler

Ed 488 Seminar in Mental Retardation and the Emotionally Disturbed Child (S; 2)

Concerned with educational problems of children who are mentally retarded and/or emotionally disturbed and who are deaf-blind or have some other crippling condition. Eight week course.

W., 2:30 - 4:15 Bruce Cushna

Ed 489 Orientation and Mobility: Teachers of Visually Handicapped (S; 2)

Designed to give teachers knowledge of basic techniques which help children gain skills toward becoming independent. Includes travel, self care, organization, social skills and grooming. Emphasis is given on relating the value of these skills to visually handicapped children, parents and other school personnel.

T., Th., 10:00-11:45 B. L. Bentzen

Ed 490 Teaching the Multihandicapped Child (F; 3)

Techniques of observation, recording progress and evaluation; behavior modification; task analysis and prescriptive teaching; teaching machines and programmed instruction; development of motor patterns and stimulation techniques with an emphasis on adapting methods and techniques in working with the multihandicapped child. Limited to students in the deaf-blind program. Meets twice a week.

M., 2:00-3:30 Bonnie Bullord

Th., 3:00-4:30

Ed 491 Clinical Practicum: Multihandicapped (F, S; 6)

Provides clinical experience with deaf/blind and multihandicapped children in a variety of program prototypes throughout the country. By arrangement Lowrence Compbell

Ed 492 Organization and Administration of Multihandicapped Programs (S; 3)

Considers the administrative structure of programs for multihandicapped children with emphasis on basic management techniques and organization development strategies. Meets first 4 weeks.

T., W., Th., 10:00 - 12:00
1:00 - 3:30 Lowrence Compbell

Ed 494 Language Acquisition (F; 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.

W., 6:30 - 8:15 G. Bronigan

Ed 495 Human Development and Handicapped Conditions (F; 3)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps. Degree students only.

495.01 T., 4:30 - 7:00 Bruce Cushno

495.02 T., 4:30 - 7:00 Jeon Zadig

Ed 497 Home and Personal Management for Visually Handicapped (Int., F., 1-3)

Module I includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind, as well as the totally blind and partially sighted will be investigated.

Module II will investigate these problems in more depth while learning appropriate remediation techniques to teach the visually handicapped client these skills of daily living.

By arrangement

497.01 Fall Intercession (1 cr.) To Be Announced

497.02 Fall; M., 4:30-6:15 (3 cr.) To Be Announced

497.03 Fall; M., 4:30-6:15 To Be Announced

Ed 498 Psychology of Mental Retardation (F; 3)

Considers the nature of intelligence and the causes of subnormal intellectual functioning. Definition of mental retardation proposed, terminology and classification systems used in the field, programs in public schools and institutions and comprehensive programming for the mentally retarded will be discussed.

W., 4:30-6:15 To Be Announced

Ed 499 Dynamics and Education of the Emotionally Disturbed Child (F; 3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

T., 4:30 - 6:15 Philip DiMottio

Ed 501 Seminar in American Educational History (F; 3)

Selected problems for research in American educational history.

M., 4:30-6:15 George Woytonowitz

Ed 503 Seminar on Colonial Education in New England (S; 3)

An intensive study of the matrix of educational institutions including home, church and school which shaped New England life.

Offered 1977-1978

Ed 520 Elementary School Mathematics Methods (F; 3)

Curriculum materials and teaching techniques useful in aiding elementary school aged children learn mathematics will be examined. Laboratory fee of five dollars.

W., 4:30-6:15 Michael Schiro

Ed 521 Developmental Reading Instruction (F; 3)

Designed for experienced teachers who have had an undergraduate course in teaching reading. This course involves examination of research, innovative practices, techniques and materials for teaching reading in the elementary school.

M., 4:30 - 6:15 John F. Sovoge

Ed 524 Selection, Evaluation and Utilization of Media Materials (S; 3)

A course that combines several general activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials - from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learning with specific students, another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.

M., 4:30 - 6:15 I. Miller

Ed 526 Seminar in Early Childhood Education (S; 3)

Focus will be on current issues and practices in early childhood education in the United States and in other countries. Discussion and independent study will consider especially open education, day care, children's rights and legislation for children's services. Practicum will consist of involvement with related centers, community groups/agencies and legislators.

W., 4:30 - 6:15 Evo A. Neumann

Ed 527 The Parent, Teacher and Child (S; 3)

Seminar discussion and independent study will consider consequences of parent-child relationships, school structure, and teacher roles on the development of the young child's self-concept. Special focus will be on father-child relationships and analysis of the teaching role as a human relations process. Practicum will consist of semester-long teaching involvement in one center to develop competencies in parent-school relationships and in staff development.

T., 4:30-6:15 Eva A. Neumann

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EDUCATION

Ed 528 Elementary Teaching in the Seventies (F; 3)

Course is designed primarily for Plan A students. It provides an introduction to and examination of the elementary school – administrators, teachers, learners. Students will observe in various public schools and each will be assigned to a specific elementary classroom one day per week. All students must be prepared to spend two full weeks in November in this classroom on a full time basis.
M., 1:00 – 2:45 Lillian A. Buckley

Ed 529 M.A.T.-M.S.T. Pre-Intern Program (Summer, 9)

The study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for his classes during the year of internship.

During the morning hours of the Framingham Six-Week Academic Summer Program, intern teachers have the opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their specialty. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large group instruction, acting as laboratory assistants, and teaching complete lessons.
8:00 a.m. – 4:00 p.m. Edward B. Smith

Ed 531-532 Directed Research in Religious Education (F, S; 3)

Readings, research and/or project implementation under the direction of a faculty advisor. Open only to candidates in the Religious Education program.
By arrangement Richard P. McBrien

Ed 540 Issues in School Psychology (F; 3)

An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.
Th., 4:30-6:15 Francis J. Kelly

Ed 542 Principles of Behavioral Counseling (S; 3)

Theory and application of behavior modification processes to needs of individuals in counseling and educational settings.
F., 4:30-6:15 To Be Announced

Ed 543 Psycho-educational Prescriptions (S; 3)

Focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study method will be utilized.
F., 4:30 – 6:15 Francis J. Kelly

Ed 544 Case Studies-Diagnosis: Adolescence (S; 3)

Prerequisite: Ed 440 and Ed 443 or Ed 444 or Ed 446
Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers current status of counseling approaches and diagnosis related to adolescent case studies.
Th., 4:30-6:15 Bernard A. O'Brien

Ed 545 Seminar in Communication in Counseling (S; 3)

A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.
W., 4:30 – 6:15 William C. Cottle

Ed 547 Practicum in Child Guidance Services (F; 3)

Prerequisite: Consent of Francis J. Kelly
Practicum in observation, role-playing, and psychological services with children under age 12. Boston College counseling majors only.
547.01 W., 4:30-6:15 To Be Announced
547.02 W., 4:30-6:15 To Be Announced

Ed 549 Abnormal Psychology for Counselors (S; 3)

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understand-

ing of mental disturbances. For people with an extensive background in psychology such as counseling majors or psychology majors. Laboratory experience in observation in mental health settings. Counseling and psychology majors only.
M., 4:30-6:15 To Be Announced

Ed 563 Statistical Inference I (F; 3)

Prerequisite: Satisfactory performance on a mathematics examination or consent of instructor.
An introduction to the basic concepts in probability and statistical inference. Topics include addition and multiplication of probability, random variable and distribution, expectation, independence and correlation, the binomial, normal, chi-square, Student and F distributions, random sampling from binary and continuous distributions, estimation and testing concerning the distribution of one population.
W., 4:30-6:15 Ronald L. Nuttall

Ed 564 Statistical Inference II (S; 3)

Prerequisite: Ed 563 or equivalent.
Statistical inference concerning several populations based on parametric and non-parametric procedures. Topics include procedures based on means, ranks, empirical distributions for the one-way, two-way and randomized block designs, follow-up procedures, violations of assumptions, tests for independence and an introduction to the linear model.
W., 4:30-6:15 Ronald L. Nuttall

Ed 570 Social Studies Education: Elementary School (S; 3)

Designed to meet the needs of experienced teachers, the course will center on effective teaching-learning strategies and materials in conventional social studies curriculums and in new programs such as career, intercultural, economic and moral education.
T., 4:30-6:15 Katharine Cotter

Ed 579 Educational Assessment of Learning Problems (F; 3)

Focuses on the development of teacher skills in task analysis, informal and formal educational assessment, and the interpretation of psychoeducational data across the range of mildly handicapping conditions. Students rotate through modules covering assessment of visual, motor and auditory language skills. Includes laboratory experience in the Assessment Center. Open to students in Special Education Masters Programs or MA programs in Psychology, Reading, or Early Childhood. Not open to special students.
579.01 T., 1:30-3:00 Jeon Mooney
579.02 Th., 1:30-3:00 Jean Mooney
579.03 Th., 4:30-6:15 Jean Mooney
579.04 Th., 4:30-6:15 Lowrence Lieberman
579.05 Th., 7:00-8:30 Lowrence Lieberman
579.06 Th., 7:00-8:30 Donald Rapp

Ed 581 Educational Programming of Children with Special Learning Needs (F, S; 3)

A workshop for special class and regular teachers and school administrators concerned with the educational needs of handicapped children. Considers national trends and implementation of the revised regulations of the Massachusetts Department of Education with concern of the role of each participant in the education with special educational needs.
By arrangement The Department

Ed 582 Braille, Deaf-Blind I (F; 0)

Grade II (literary) Braille, including teaching braille reading and preparation of instructional materials.
W., 3:00 – 4:30 Lowrence Campbell

Ed 584 Student Teaching: Peripatology (F, S; 6-3)

Prerequisite: Ed. 484
This is the second practicum phase for students and for those preparing to be teachers of orientation and mobility. Under close supervision, the work of the previous phase is placed into action by the student working with children, youth, and adults in schools (public and residential), rehabilitation agencies and in the community.
Fall By arrangement (6 cr.) To Be Announced
Spring By arrangement (3 cr.) To Be Announced

Ed 585 Seminar in Peripatology (F, S; 1)

Included are intensive reviews and discussions of problems of particular concern to students in special education or rehabilitation. Sessions for Peripatology students include demonstrations of materials and resources in such areas as sensory training, concept formation, and spatial orientation.

F., 1:00-4:00

The Department

Ed 587 Remedial Strategies (S; 3-2)

Prerequisite: Ed 579 or the equivalent. Open to students in the Special Educator Program only.

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching—learning problems. Includes diagnostic and prescriptive teaching, classroom accommodation techniques and clinical record keeping.

587.01 Th., 4:30-6:15 (3 cr.)

Pam Smith

587.02 Th., 4:30-6:15 (3 cr.)

L. Lieberman

587.03 Th., 7:00-8:45 (3 cr.)

Jeon Mooney

587.04 Th., 7:00-8:45 (3 cr.)

Pom Smith

587.05 F., 9:00-12:00 (1 cr.)

J. Zeller

587.06 F., 1:00-4:00 (8 weeks) (2 cr.)

J. Zeller

Ed 588 Teaching Strategies for Visually Handicapped (S; 2)

Specialized strategies for teaching blind and partially seeing students at elementary and secondary levels. Eight weeks.

T., Th., 1:30-3:15

Ouida Morris

Ed 589 Behavior Management Strategies (F; 3)

A study of theoretical concepts and practical applications in classroom management. Methods studied will include behavior modification, social learning, Adlerian, precision teaching and other organizational strategies. The course will develop into a workshop where each student will design a program intended for use in their own classroom.

M., 4:30 - 7:30 (8 weeks)

Robert Gracia

Ed 591 Teaching the Mentally Retarded Adolescent (S; 3)

Considers all phases of educating mentally retarded adolescents including problems encountered in special classes of secondary schools. Special consideration given to work-study programs and cooperating sheltered workshops.

By arrangement

John Eichorn

Ed 593 Introduction to Language Disorders (S; 3)

Prerequisite: (Ed 494 or the equivalent) Acquisition of language. Not open to special students.

Based on the development of normal children, this course will explore dysfunctions of language which interfere with normal learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed.

W., 6:30 - 8:15

Anthony Boshir

Ed 596 Psycho-Social Development and Adjustment (S; 3)

This course is designed to consider the handicapped person from the standpoint of emotional and intellectual factors, cultural influences and interpersonal relationships. Consideration is given to the handicapped person generically and also to specific parameters—adventitiously blinded, congenitally blind, child, adolescent, adult, elderly, partially sighted, and handicapped.

W., 4:30 - 6:15

Donold Rapp

Ed 597 Guided Studies in Special Education and Rehabilitation (F, S; 1 - 6)

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement

The Department

Ed 598 Introduction to Audiology (F; 3)

The course is designed to assist those individuals who are working with the hearing handicapped in an educational setting. Topics covered will include: basic acoustics, basic audiology, anatomy and physiology, etiology, pathology, and psycho-educational implications of hearing loss, pediatric audiology and hearing aids. The course assumes no prior training in audiology and is intended for special education majors.

Th., 6:30 - 8:15

R. Switzer

Ed 599 Teaching the Emotionally Disturbed Child (S; 3)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

M., 4:30 - 6:15

Philip DiMattia

Ed 602 History of Ancient and Medieval Education (F; 3)

The history of educational theory and practice from Ancient Greece to the Renaissance.

Offered 1977-1978

Ed 603 History of Modern Education (S; 3)

History of European education from the fourteenth through the nineteenth century.

Offered 1977-1978

Ed 604 Seminar in Educational Classics (S; 3)

A reading and discussion course based on the prominent men and the great ideas in the history of educational thought.

W., 4:30-6:15

Edward J. Power

Ed 605 Comparative Education

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

Offered 1977-1978

Ed 620 Seminar in Secondary Education (F; 3)

A review and discussion of significant problems in American secondary schools as they relate to curriculum and instruction.

M., 4:30-6:15

Edward Smith

Ed 621 Diagnostic and Remedial Techniques in Readings (S; 3)

Prerequisite: Ed 421 or Ed 521

Topics to be covered are common remedial difficulties, diagnostic procedures, and principles of remedial teaching.

T., 4:30-6:15

Frances Powell

Ed 623 Education of Gifted Children and Youth (F; 3)

Through a variety of class activities and field experiences, study will be made of intellectually gifted children and youth from theoretical, curricular and instructional perspectives. Emphasis will be given to identification, teaching learning strategies, national and international trends, career education, and meeting the special educational needs of the gifted.

W., 4:30-6:15

Kothorine Cotter

Ed 624 Media Materials: Design and Preparation (F; 3)

An intensive workshop in basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials, including mounted still pictures, overhead transparencies, photographic slides, filmstrips, super-8mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of media materials. Required student projects will include slide-tape, displays, and transparencies.

T., 4:30-6:15

Glen Cook

Ed 625 Organization and Administration of the Media Center (S; 3)

Includes classifying and assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, cost of starting and maintaining a media center; use care, repair and circulation of all materials, the training of student assistants.

T., 4:30 - 6:15

Glen Cook

Ed 626 Seminar in the Psychology of Play (F; 3)

Seminar discussion and independent study will examine theory and research on play and self-concept, and how this may be applied in programs for young children as well as teacher training.

W., 4:30 - 6:15

Eva A. Neumann

108 / Description of Courses

EDUCATION

Ed 627 Linguistics for Teachers (F; 3)

An introduction to linguistics and its application to the analysis of modern American English. The content focuses specifically on ways in which linguistic theory influences curriculum and instructional practices and materials in language arts programs.

Offered 1977-1978

Ed 640 Counseling and Therapy in Groups (F, S; 3)

Prerequisite: Consent of William C. Cottle

Principles and techniques of group counseling and therapy involving an analysis of current concepts and procedures of various approaches to group dynamics. Taught as a practicum.

640.01 W., 7:00-8:45

Bernard A. O'Brien

640.02 Th., 7:00-8:45

To Be Announced

Ed 641 Behavior Disorders in Childhood and Adolescence (F; 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Field visits and observation in selected community youth agencies. Degree students only.

F., 4:30-6:15

Francis J. Kelly

Ed 642 Introduction to Play Therapy (F; 3)

Theoretical approach to play therapy as a treatment process with elementary or pre-school children. Limited laboratory or pre-practicum experience.

Offered 1977-1978

Ed 644 Dynamic Psychology of Individual Behavior for Counselors (S; 3)

The driving forces of human nature. Emphasis on the counseling and clinical implication of the affective and cognitive dynamics, needs, emotions, attitudes, values and their relation to personality and character development and integration. Laboratory experience in developing a psychohistory.

Th., 4:30-6:15

To Be Announced

Ed 645 Trait-Factor-Self Theory

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities, and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist. Term project: synthesis and documentation of sources of each counselor's personal frame of reference for counseling.

Offered 1977-1978

Ed 646 Beginning Counseling Practicum (F, S; 3)

Prerequisite: Consent of William C. Cottle

Work under direct supervision with actual clients wishing educational-vocational counseling in a setting at a level in which the counselor expects to work.

Fall	T., 7:00-8:45	646.01	Dovid Smith
	T., 7:00-8:45	646.02	To Be Announced
	T., 7:00-8:45	646.03	To Be Announced
	T., 7:00-8:45	646.04	To Be Announced
	T., 7:00-8:45	646.05	Alice Jeghelian
	T., 7:00-8:45	646.06	Bernord O'Brien
Spring	T., 7:00-8:45	646.01	Bernord O'Brien
	T., 7:00-8:45	646.02	To Be Announced
	T., 7:00-8:45	646.03	To Be Announced
	T., 7:00-8:45	646.04	Alice Jeghelian
	T., 7:00-8:45	646.05	David Smith
	T., 7:00-8:45	646.06	To Be Announced

Ed 647 Practicum in Child Guidance Services (F, S; 3)

Prerequisite: Consent of William C. Cottle

A practicum at the elementary school level for candidates who are completing course work for the master's degree.

Fall	647.01	T., 7:00-8:45	To Be Announced
	647.02	T., 7:00-8:45	To Be Announced
Spring	647.01	T., 7:00-8:45	To Be Announced
	647.02	Th., 7:00-8:45	To Be Announced

Ed 649 Practicum in Play Therapy (F; 3)

Application of principles of play therapy under supervision in actual work with young children. Boston College counseling majors only.

Th., 4:30-6:15

To Be Announced

Ed 650 Professional School Administrator Program I (F; 9)

Open only to members of the Second Class of the Professional School Administrator Program.

By Arrangement

The Department

Ed 651 Professional School Administrator Program II (S; 9)

Open only to members of the Second Class of the Professional School Administrator Program.

By arrangement

The Department

Ed 662 Projective Techniques for Children, Adolescents, I (F; 3)

Prerequisite: Individual Intelligence Testing, Abnormal Psychology
Individual personality assessment of pre-school, latency, and adolescent children through the use of Human Figure Drawings, House-Tree-Person Test, and Kinetic Family Drawings. Interpretation of the Children's Apperception Test, Thematic Apperception Test, Task of Emotional Development Test, and Sentence Completions. Experience in administration and interpretation through verbal and written case reports. Year course. Limited to 15 students.

W., 4:30-6:15

To Be Announced

Ed. 663 Projective Techniques, II (S; 3)

Prerequisite: Ed. 662

Emphasis on visual-motor integration tests such as Bender Gestalt Test, Developmental Test of Visual Motor Integration, Beery, and Graham Kendall Memory Test for Design. Problems of the brain-injured child, diagnosis of minimal brain dysfunction, learning and emotional factors, history taking. Brief introduction to the Rorschach Inkblot Test. Case studies on learning-disabled children.

Offered 1977-1978

Ed 664 Design of Experiments (S; 3)

Prerequisite: Consent of Instructor.

An introduction to the design and analysis of experiments. Topics covered include designs for independent and repeated measures, orthogonal and non-orthogonal designs, planned comparisons and post-hoc analysis, violations of assumptions, handling of missing data and outliers and issues related to internal and external validity.

Th., 4:30-6:15

Peter W. Airasian

Ed 665 Interest and Personality Inventories - Theory and Practice (F; 3)

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

M., 4:30-6:15

William C. Cottle

Ed 666 Simulation Models in Behavioral Research (F; 3)

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working on small teams, students will produce a simulation system of some complex process.

Offered 1977-1978

Ed 667 Introduction to Multivariate Statistical Analysis (F; 3)

Prerequisite: One year of statistics or the equivalent

Topics include multivariate distributions, correlation, regression canonical correlation, discriminant function, and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

T., 4:30-6:15

Ronald Nuttall

Ed 668 Topics in Multivariate Statistical Analysis (S; 3)

Prerequisite: Ed 667 or equivalent

Multivariate analysis of variance, factor analysis and rotation, and model building are among the advanced multivariate statistical topics dealt with. A professional-level paper using multivariate procedures will be written.

T., 4:30-6:15

Ronald Nuttall

Ed 669 Psychometric Theory

Prerequisite: One year of statistics and one semester or experience in test construction.

Study of theoretical concepts and statistical techniques involved in educational and psychological measurement. An advanced discussion of topics including reliability, validity, composite score, norming, equating of equivalent forms and issues related to criterion-referenced testing.

Offered 1977-1978

Ed 680 Evaluation and Guidance of Exceptional Children (S; 3)

Concerned with the multi-disciplinary approach to the evaluation of children with learning problems. Also considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

W., 4:30-6:15

Lowrence Lieberman

Ed 682 Administrative Internship: Multihandicapped (F, S; 6)

A twelve-week internship with an area coordinator for deaf-blind services. Students will serve as administrative assistants and participate in planning and evaluating programs and in any other capacity determined by the coordinator. Limited to students in the Deaf/Blind Program.

By arrangement

Lowrence Compbell

Ed 683 Internship: Peripatology (S; 3)

Prerequisite: Ed 484 and Ed 584

Upon successful completion of the first two Practicum phases, the student is assigned to an agency or school for a teaching experience under the supervision of the cooperating agency or school as well as the faculty of the Practicum section of the Peripatology Program. Assignments usually out of state.

By arrangement

Hugo Vigoroso

Ed 684 Student Teaching: Handicapped (F, S, Summer; 3-6)

Students in Special Education programs will have 10 weeks of student teaching in their area of special interest preceded by special clinical and teaching experiences in other areas of exceptionality. Students in the Visually Handicapped and Deaf-Blind programs should contact the coordinator of their own programs for details.

By arrangement 684.01 (6 cr. hrs.)

Joon Jones

By arrangement 684.02 (3 cr. hrs.)

Joon Jones

Ed 685 Multidiscipline Approach to Mental Retardation (F, S; 3)

Taught by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jeon Zadig

Ed 688 Student Teaching: Elementary and Special Education (F, S, Summer; 6)

Students in Special Education programs will have 8 weeks of student teaching in Special Education programs and 5 weeks in regular elementary classrooms.

By arrangement

Joon Jones

Ed 690 Seminar in Multidisciplinary Management Strategies (S; 3)

Prerequisite: Ed 685

Presupposes high level of professional competence of each student in his own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

Ed 692 Administering Special Education Services (F; 3)

Prerequisite: Introductory course in school administration.

Considers the administration of the board spectrum of Special Services afforded to handicapped children and the administrative structures under which such services were afforded.

M., 4:30-6:15

To Be Announced

Ed 694 Problems in Administration: Special Education and Rehabilitation (S; 3)

Considers recent administrative problems related to the task of providing special educational services for exceptional children.

M., 7:00-8:30

To Be Announced

Ed 695 Human Relations in Work with the Handicapped (S; 2)

Designed for professionals who are seeking to broaden their knowledge of interpersonal skills. Considers human interactions among colleagues, among professional workers and their students or clients, among professional workers and ancillary personnel. In section .01 concern is given to group dynamics with the core evaluation team as the frame of reference. Open to Boston College students in graduate education programs only. Section .02 is restricted to rehabilitation students.

388.01 T., 4:30-7:30 (First 8 weeks)

Lowrence Lieberman

388.02 Arrangement

Ann Boker

Ed 697 Seminar in Curriculum Problems: Education of Exceptional Children (F; 3)

For advanced Master's degree or C.A.E.S. candidates who desire to seek solutions for a specified problem. The problem will be announced before registration.

By arrangement

John Eichorn

Ed 706 Philosophy of American Education (S; 3)

An advanced course concentrating on the educational theories of realism and pragmatism.

Offered 1977-1978

Ed 707 Contemporary Issues in Educational Theory (F; 3)

A detailed study of the principal current debates in educational philosophy.

T., 4:30-6:15

Pierre D. Lombert

Ed 720 Curriculum Development for Better Schools (S; 3)

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, and styles of curriculum evaluation. Students will engage in a curriculum development project as part of the course work. Limited to 20 students. Permission of instructor required.

W., 4:30-6:15

Michael Schiro

Ed 721 Research in Reading (F; 3)

A survey of experimental research related to the teaching of reading.

M., 4:30-6:15

Fronces Powell

Ed 724 Media Specialist Practicum (S; 3)

A field-centered study of the functioning of a media program. Students will be assigned to media centers in local school systems, and will work on specific problems related to non-print materials and equipment. Will involve close supervision by program director and the director of the local media center.

By arrangement

Fred J. Pulo

Ed 727 Seminar in Science Education I (F, S; 3)

Restricted to individuals who have a science education emphasis to their graduate programs. Implications of current problems, issues and research in science education will be investigated.

M., 4:30-6:15

George T. Lodd

Ed 731 Theory and Practice in Religious Education (S; 3)

This course will trace the relationship between models of God and education theory and practice. An analysis of models as the mediators of reality will be followed by concentration on contemporary processive models.

W., 2:30-4:30

Gloria Durka

110 / Description of Courses

EDUCATION

Ed 746 Intermediate Counseling Practicum-Adolescents (F, S; 3)

Prerequisite: Ed 646 and consent of Kenneth W. Wegner.

First advanced practicum in psychological services and counseling with adolescents and adults. Boston College counseling majors only.

Fall T., 4:30-6:15

To Be Announced

Spring T., 4:30-6:15

To Be Announced

Ed 747 Intermediate Counseling Practicum-Children (F; 3)

Prerequisite: Ed 647 and consent of Francis J. Kelly

First advanced practicum in psychological services and counseling with children under age 12. Boston College counseling majors only.

T., 4:30-6:15

Francis J. Kelly

Ed 755 Educational Leadership (S; 3)

Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of action and human relations, with emphasis on the role of leader in the educational enterprise. Development of an outline of a leadership training program for the student of administration.

Th., 4:30-6:15

Donald T. Donley

Ed 770 Introduction to American Higher Education (S; 3)

A study of the major historical and theoretical developments in colleges and universities beginning with Plato's Academy, with special emphasis given to the evolution of American higher education.

Th., 4:30-6:15

Sheilo McVey

Ed 771 Organization and Administration of Higher Education (F; 3)

Introduction to administrative theories in higher education; principles of organization; locus of decision-making, institutional characteristics.

W., 4:30-6:15

Evan R. Collins

Ed 772 Student Personnel Programs in Higher Education (F; 3)

An interdisciplinary study and analysis of student personnel services and programs, their organization and administration.

M., 4:30-6:15

Mary T. Kinnone

Ed 773 College Teaching (F; 3)

A review of college teaching and examination of the ways the college teacher functions in the classroom. Analysis of principles and procedures which may contribute to the teacher's effectiveness.

T., 4:30-6:15

Evon R. Collins

Ed 774 Introduction to Community-Junior College I (F; 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30-6:15

Michael Anello

Ed 778 Theories in Student Personnel (S; 3)

An intensive introduction to the literature in student personnel and student development. Basic concepts, philosophies, and current research in the field will be studied and discussed.

W., 4:30-6:15

Mory T. Kinnane

Ed 779 Higher Education in Other Nations (S; 3)

To understand the nature of university systems and to study the relationship of higher education and society in a number of selected countries.

Offered 1977-1978

Ed 791 Projects in Special Education and Rehabilitation (F, S; 1-3)

Open to advanced graduate students only. Credits to be determined.

By Arrangement

The Department

Ed 800 Readings and Research in History and Philosophy of Education (F, S; 3)

Open only to advanced students in History and Philosophy of Education, with the approval of the chairman of the History and Philosophy of Education program.

By arrangement

The Department

Ed 802 Seminar in the Philosophy of Education (S; 3)

Research and reports on selected problems in contemporary educational theory. Open to advanced doctoral students in philosophy of education.

T., 4:30-6:15

Pierre D. Lambert

Ed 803 Seminar in the History of Education (S; 3)

Selected problems in the history of education. Open to advanced doctoral students in the history of education.

M., 4:30-6:15

George Woytonowitz

Ed 820 Projects in Curriculum and Instruction (F, S; 3)

Prerequisite: Consent of Program Coordinator

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

George Ladd

Ed 821 Practicum in Science Education (Summer; 3)

A specialized course for graduate students wishing to carry out supervised independent curriculum development, inservice training of teachers, proposal writing, and/or research in the field of Science Education or related areas. The seminar meetings will be devoted to discussions centering on the various student projects and their implications to each other and the field in general. The student is asked to get the consent of the instructor before registering for the course.

By arrangement

George T. Lodd

Ed 822 Mass. Elementary Science Implementation Program (NSF) (F, S; 1)

Second year of a three year National Science Foundation project for the training of teachers who will in turn be in charge of local curriculum implementation restricted to approved participants.

By arrangement

George T. Lodd

Ed 840 Individual Psychological Testing Theories

Examination of theories of individual psychological testing with a number of the most commonly used instruments. Limited laboratory experience.

Offered 1977-1978

Ed 841 Seminar in Evaluation in Counseling (S; 3)

Prerequisites: Ed 440, Ed 441 and Ed 465

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems.

Offered 1977-1978

Ed 842 Seminar in Counseling Theory and Research (F; 3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

Ed 843 Seminar in Vocational Development (S; 3)

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.

M., 4:30-6:15

To Be Announced

Ed 844 Seminar in Counseling Supervision (F, S; 3)

Prerequisite: Consent of William C. Cottle in advance.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

M., 7:00-8:45

William C. Cottle

Ed 845 Seminar in Pupil Personnel Services Below the College Level

Problems in organizing and administering pupil personnel services in grades K-12. Designed for the advanced graduate student planning to become a director of guidance or school administrator.

Offered 1977-1978

Ed 846 Advanced Counseling Practicum (F, S; 3)

Prerequisite: Consent of William C. Cottle
Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program or non-school agency. Boston College Counseling majors only.

Fall	846.01	T., 4:30 - 6:15	To Be Announced
	846.02	Th., 4:30 - 6:15	To Be Announced
	846.03	F., 4:30 - 6:15	To Be Announced
Spring	846.01	T., 4:30 - 6:15	To Be Announced
	846.02	W., 4:30 - 6:15	Kenneth W. Wegner
	846.03	F., 4:30 - 6:15	To Be Announced

Ed 847 Advanced Counseling Practicum-Children (S; 3)

Prerequisite: Ed 747 and consent of Francis J. Kelly.
Work under supervision with children needing counseling for any of the reasons usually occurring in an elementary or junior high school guidance program or in a non-school agency. Boston College Counseling majors only.

847.01	Th., 4:30-6:15	To Be Announced
847.02	Th., 4:30-6:15	Francis J. Kelly

Ed 848 Supervised Fieldwork in Counseling Children (F; 3)

Prerequisite: Ed 747 or Ed 847 and consent of Francis J. Kelly
One hundred and fifty clock hours of psychodiagnostic and interviewing experience under immediate supervision with children in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences. Boston College Counseling majors only.
Th., 4:30-6:15 Francis J. Kelly

Ed 849 Supervised Field Work in Counseling Adolescents (F, S; 3)

Prerequisite: Ed 846 and consent of Kenneth Wegner
One hundred and fifty clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences.
By arrangement Kenneth W. Wegner

Ed 851 Administrative Case Studies (F; 3)

Prerequisite: Prior approval of Instructor
Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.
M., 4:30-6:15 Donald T. Donley

Ed 852 Administrative Communication (F; 3)

Presentation of introductory materials on mathematical, social-psychological and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, the course synthesizes the communication process into a fundamental tool for the educational administrator at any level.
T., 4:30-6:15 Joseph P. Duffy, S.J.

Ed 853 Seminar in Finance and Business Management of Schools (S; 3)

Prerequisite: Ed 452
This seminar will consider in depth the major sources of school financial aid: local, state and federal. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.
T., 4:30-6:15 Vincent C. Nuccio

Ed 855 Administrative Behavior (S; 3)

Will study the feasibility of administrative theories for the practitioner and offer opportunities for the practitioner to develop his own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.
F., 4:30-6:15 Donald T. Donley

Ed 856 The School as a Community Institution (F; 3)

Presentation of school as a sub-system within society, pointing up the political, economic, social, value, and cultural forces affecting local school systems. Investigation of various types of response by school systems with emphasis on the community-school concept.
W., 4:30-6:15 Joseph Duffy, S.J.

Ed 857 School Plant Planning and Operation (F; 3)

Will consider criteria for adequate school plants, building operation and management; the relation between the educational program and school facilities, site selection; building layout; and financing procedures. There will be special emphasis on the evaluation of existing school plants. The course includes visits to new school buildings of special interest.
F., 4:30-6:15 William M. Griffin

Ed 859 Projects in Educational Administration and Supervision (F, S; 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only. Approval by the faculty member is required prior to registration.
By arrangement The Department

Ed 860 Survey Methods in Educational and Social Research (S; 3)

Prerequisite: one year of statistics
The design of surveys, including sampling theory, the development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.
Offered 1977-1978

Ed 861 Seminar on Measurement of Intelligence (S; 3)

Topics include the concept of intelligence, historical background, modern theories of intelligence, measurement principles and selected measurement devices, hereditary and environmental influences on mental ability, and correlates of intelligence.
Offered 1977-1978

Ed 863 Internship in Educational Research (F, S; 1-3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conduct, analysis and reporting phases of one or more projects relating to the evaluation of educational programs.
By arrangement The Department

Ed 864 Seminar on Educational Research (S; 3)

Open to doctoral students only. A critical review of recent developments and projects in educational research. Students will be expected to make individual presentations and to participate constructively in the seminar discussions.
Offered 1977-1978

Ed 868 Construction of Attitude and Opinion Questionnaires (F; 3)

Techniques for the construction and analysis of attitudinal and opinion questionnaires. Consideration of various techniques of attitudinal scale construction, validation, and analysis.
Offered 1977-1978

Ed 871 Issues in American Higher Education (S; 3)

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of problems in such areas as institutional management as well as in the field of social policy.
T., 4:30-6:15 Evon R. Collins

Ed 872 College Student Personnel Policies and Practices (S; 3)

A case study approach to the problems and issues facing those involved in working with students and student life.
M., 4:30-6:15 Mory T. Kinnone

Ed 873 Seminar in Curriculum of Higher Education (F, S; 3)

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.
Th., 4:30-6:15 Michael H. Anello

Ed 874 Introduction to Community-Junior College II (S; 3)

Continuation of Ed 774 with emphasis given to issues in the structure, personnel, and administration of the community-junior college.

W., 4:30-6:15

Michael H. Anello

Ed 876 The Finance of Higher Education: An Overview (F; 3)

An examination of the sources and uses of funds in higher education. Emphasis is on financial management: planning, budgeting, cost control, fund raising and reporting systems.

M., 4:30-6:15

Francis Comptonello

Ed 877 The College, Courts and the Law (S; 3)

A review of recent court cases affecting higher education with particular emphasis to students, faculty, administration and programs utilizing the case study approach.

Th., 4:30-6:15

Lester Przewlocki

Ed 881 Seminar in Special Education (S; 3)

Designed for advanced doctoral students. Concerned with specific problems related to the education of exceptional children as the need and interests of the students dictate.

F., 4:30-6:15

Lawrence Lieberman

Ed 891 Seminar in Rehabilitation (S; 3)

For advanced doctoral students. Permits students to meet with and discuss specific rehabilitation problems with specialists in the field of Rehabilitation from agencies and other university programs.

By arrangement

John Eichorn

Ed 910 Projects in Educational Psychology (F, S; 3)

Open to advanced graduate students only. Credits to be determined.

By arrangement

The Department

Ed 914 Theories of Instruction (F; 3)

Prerequisite: Admission by consent of the instructor.

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

Th., 4:30-6:15

John Trovers

Ed 915 Culture and Psychology in the Mid 70's (F; 3)

Prerequisite: Permission of Instructor.

This is not a course in social psychology but an examination of the ways in which contemporary psychologies affect and determine contemporary life styles, and how the culture gets the psychology it deserves. A major premise of the course is that psychologists have taken over the job of the theologians and philosophers, and have given us a whole new set of values and guidelines. One avenue to be explored is the possibility that these new values not only fail to mend the social fabric but may serve as the chief cause of its unraveling. The role of Madame Defarge, moreover, can be played as effectively by the "humanistic" psychologists as by the behaviorists.

T., 4:30-6:15

William K. Kilpatrick

Ed 916 Seminar in the Theories of Child Development (S; 3)

Prerequisite: Permission of Instructor

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, socialization).

M., 4:30-6:15

John Trovers

Ed 917 Seminar in the Methods of Educational Psychology (S; 3)

Prerequisite: Admission by consent of the instructor.

This course is intended for those nearing completion of doctoral study. The seminar will attempt to synthesize the student's understanding of the relationships between philosophy and methodology in the various areas of the field. Emphasis will be placed on the approaches of psychological research to the major sources of concern in education today, preparing the student to more effectively plan and carry out his or her own dissertation. Not restricted to Educational Psychology majors.

T., 4:30-6:15

John S. Docey

Ed 918 Seminar in the Socialization of the Child (S; 3)

Prerequisite: Permission of Instructor

This course explores in depth the following topics: styles of parenting; racial, ethnic and socio-economic correlates of parenting; moral development; ego development; and parenting under stress. The latter includes child abuse and neglect. Special emphasis will be placed on the research strategies used to explore these areas.

W., 4:30-6:15

Jessico Daniel

Ed 919 Seminar on Educational Innovation (F; 3)

Prerequisite: Permission of Instructor

The seminar will consist of two parts. The first part will be a critical investigation of some of the major innovations currently being introduced into our schools, e.g., computer-assisted instruction, values clarification, video tape feedback, and creativity disinhibition. The second part will be devoted to an in-depth exploration of another innovation, the introduction of instructional techniques for improving students communications skills.

M., 4:30-6:15

John S. Dacey

Ed 951 Pre Internship in Educational Administration (Summers; 3)

The pre-internship program is offered each summer for a period of six weeks concurrent with the Boston College Summer Session. It is required for doctoral-level students who have been accepted into an internship (Ed 958) for the academic year. The experiences are designed to allow the intern to develop competencies which he will need to begin the internship work in the fall.

By arrangement

Vincent C. Nuccio

Ed 952 Seminar in Problems of School Administration (S; 3)

Guided study and discussion of significant problems confronting the school administrator of today. Individual and group projects require extensive reading in current professional journals as well as considerable time in field visitations. Membership in this seminar is reserved for doctoral students in residence.

F., 9:00-11:00 a.m.

Vincent Nuccio

Ed 953 Supervision II (S; 3)

Prerequisite: Instructional Supervision I

This course draws from the fields of Organizational Development and Systems Management Theory to develop flat adaptive organizational models for school-system use. Functional linkage networks are employed to move away from the bureaucratic structures which have so characterized schools of the past. Feedback systems are developed to undergird accountability. Students create an idealized organizational model for a school for the future.

W., 4:30-6:15

William M. Griffin

Ed 956 Legal Aspects of Educational Administration II (S; 3)

Prerequisite: Ed 456 or equivalent

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decisions at the superintendent and/or principal level.

This is an advanced course to follow Ed 456 and is most useful to principals, superintendents and central office personnel.

M., 4:30-6:15

Ronold Seoley

Ed 958 Internship in Educational Administration (F, S; 6-3)

Prerequisite: Ed 951

Doctoral students have a clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational agency. The intern is assigned in an operational decision-making capacity under the direct supervision of an experienced school administrator or project leader. The intern will (1) submit a role proposal, progress reports, and a summary report; and (2) be responsible for reading a prepared list of references; and (3) participate in a weekly on-campus seminar in problems encountered.

958.01 By arrangement (6 cr.)

Joseph Duffy, S.J.

958.02 By arrangement (3 cr.)

D. Donley/R. Seoley

Ed 959 Dissertation Seminar (F, S; 3)

Restricted to students in the Professional School Administrator Program only.

By arrangement

The Department

Ed 960 Analysis and Design of Educational Research (F, S; 3)

Prerequisite: Consent of the Instructor

Intended primarily for doctoral students in the process of developing their dissertation proposals. Students must have identified their research problems and possess the necessary research skills prior to enrolling in the seminar. The major objectives of the seminar are to introduce the student to project planning procedures, to acquaint him with the type of research being undertaken by others, and to provide an opportunity to criticize others' proposals and to receive criticism of his own.

Fall: M., 4:30-6:15

Ronold Nuttoll

Spring: M., 4:30-6:15

John J. Wolsh

Ed 961 Projects in Educational Research and Measurement (F, S; 1-3)

Open to advanced students only. Credits to be determined.

By arrangement

The Department

Ed 971 Seminar in Administration of Higher Education (S; 3)

A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.

W., 4:30-6:15

Evon R. Collins

Ed 972 Colloquium: Student and Campus Cultures (F; 3)

Prerequisite: Consent of Instructor and Ed 772

A study and discussion of students, their culture, and the college experience in American and International settings.

W., 4:30-6:15

Mory T. Kinnone

Ed 974 Colloquium: Community-Junior College (S; 3)

An advanced course for students who have had community college experience or are interested in the important issues facing community colleges in the future; the course will deal with problems of enrollment, collective bargaining, vocational technical education, accountability, flexibility of programs, cable T.V. and the use of community resources. Class members may introduce additional issues to be researched and analyzed. Field trips to other community colleges are planned with possible extended overnight trips to New York community colleges.

By arrangement

Michael Anello

Ed 975 Internship in University Administration (F, S; 3, 3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of his activities.

By arrangement

Michael H. Anello

Ed 976 Internship in Student Personnel (F, S; 3, 3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel situations with staff supervision.

By arrangement

Mory T. Kinnone

Ed 977 Internship in Community-Junior College (F, S; 3, 3)

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.

By arrangement

Michael H. Anello

Ed 978 Reading and Research in Higher Education (F, S; 3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.

By arrangement

The Department

Ed 981 Supervised Internship: Special Education and Rehabilitation (F, S; 1-3)

Students serve as interns in local state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students only.

By arrangement

The Department

Ed 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

English (En)**En 001-002 Freshman English (F, S; 3, 3)**

The general aim is to train the student in the imaginative uses of language through disciplined reading and writing assignments. The student may elect each semester any one of the following versions of the course: Writing and Rhetoric, Survey of English Literature, Introduction to Literature, Poetry and Drama, Prose Fiction.

The Department

En 090 English For Foreign Students (F, S; 3)

Repeated Fall and Spring semester. Four hours of class, four hours of language laboratory, two hours of tutoring required. Open to undergraduates, graduate students, teaching assistants, faculty, and other interested people on campus. Pronunciation, listening, writing, and reading of English for use in the college community in which the students must operate.

Roymond Biggor

Undergraduate Elective Courses**En 103.01-104.01 Introduction to English Studies (F, S; 3, 3)**

This section is primarily an introduction to English literary history and to the discipline and methodology of literary history. The principal English authors and works from Beowulf to Yeats, in chronological order constitute its subject matter.

Robert Reiter

En 103.02-104.02 Introduction to English Studies (F, S; 3, 3)

This section is designed to train students in reading literary texts of different genres and from different periods and to discover some of the connections among them. Fall term will consist of detailed analysis of lyric poems by Shakespeare, Donne, Marvell and Milton, Shakespeare's *Othello*, Milton's *Paradise Lost*.

Anne Ferry

Donald Gertmenion

En 105 Studies in Fiction: Nineteenth and Twentieth Century Novel and Autobiography (F; 3)

A study of changing modes of writing about the self, in the related forms of novel and autobiography. Probable pairings are: Mill's *Autobiography* with Eliot's *Middlemarch*, James's *A Small Boy and Others* with his own *What Moises Knew* or Woolf's *To the Lighthouse*, Nabokov's *Invitation to a Beheading* with parts of Proust's *Remembrance of Things Past*, Sartre's *The Words* with Beckett's *Molloy*.

Andrew Von Hendy

En 108 Forms of Social Protest in American Drama (F; 3)

A study of a variety of American plays, from World War I to the present, dealing with social problems (racism, sexual mores, labor relations, economic exploitation, war and violence) and of the artistic forms used to dramatize those problems (realism and expressionism, ethnic melodrama, comedy, agitprop, satire, etc.).

Kristin Morrison

En 109 Creative Writing: The Craft and Art of Fiction (S; 3)

A workshop aimed at developing the student's ability to write fiction.

Leonard Cosper

En 115 Chaucer: The Canterbury Tales (F, S; 3)

A close reading of the *Tales*, with discussion of the relevant 14th century background.

Roymond Biggor

Richard Schrader

Sr. Elizabeth White, R.S.C.J.

En 116 Major 17th Century Authors (F; 3)

Studies in Donne, Herbert, Jonson, Marvell.

Robert Reiter

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ENGLISH

En 117 Studies in Comedy (F; 3)

An inquiry into the comic vision. Examples from a typical reading list: Chaucer, *The Wife of Bath's Prologue*; Shakespeare, *A Midsummer Night's Dream*; Congreve, *The Way of the World*; Austen, *Pride and Prejudice*; Beckett, *Waiting for Godot*. Donald Gertmenian

En 118 Modern Arthurian Literature (F; 3)

The course will survey a number of post-medieval works connected with the "Matter of Britain," the stories of King Arthur and his knights. With the exception of Malory's *Le Morte d'Arthur*, the reading will not duplicate that of En 121: Arthurian Legend.

Richard Schrader

En 121 Arthurian Legend (F; 3)

An examination of the story of Arthur as found in the early remains (Nennius, *The Annals of Wales*), Welsh tales (Mabinogion), the chronicles (Geoffrey, Wace, Layamon), and the romances (Chretien de Troyes, Wolfram von Eschenbach, Sir Thomas Malory).

Charles Regan

En 124 Early Medieval Literature (S; 3)

This course takes as its subject matter not only Western culture from about 500 to about 1500 A.D., but also the problem of what happens to literary themes and forms when two established cultures (Christianized Rome and pagan Germania) clash and fuse to form a distinctive new culture. The course is thus in literary history, with a strong admixture of cultural history. The readings are all in modern English translations, and will include Augustine, Boethius, *Beowulf*, Bede, *The Song of Roland*, Icelandic sagas, as well as Old Irish and Old Germanic legends and heroic narratives.

Robert Reiter

En 128 Shakespeare I (F; 3)

A study of the Histories and Comedies, with detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet* and *Twelfth Night*.

P. Albert Duhamel

En 129 Shakespeare II (S; 3)

A study of the Tragedies and Romances, with detailed analysis of the texts of *Hamlet*, *King Lear*, *Macbeth*, *Anthony and Cleopatra* and *The Tempest*.

P. Albert Duhamel

En 130 Shakespeare Survey I (F; 3)

A study of the canon of histories and comedies, from 1590-1600.

Joseph Longo

En 131 Shakespeare Survey II (S; 3)

A study of the canon of tragedies and romances, from 1600-1610.

Joseph Longo

En 132 Shakespeare & His Contemporaries I (F; 3)

A study of four to six comedies by Shakespeare and six to eight by his contemporaries, arranged in pairs or trios for comparison.

Joseph McCafferty

En 149 Milton (F; 3)

A course in Milton's English poetry, stressing the development of his ideas and poetic forms.

Sr. Elizabeth White

En 150 The Romantic Movement in England I (F; 3)

Major figures of the movement. The first semester will concentrate on Romantic theories of art, the poetry of William Blake, William Wordsworth and Samuel Taylor Coleridge, with some attention to the fiction of Walter Scott.

John Mahoney

En 151 The Romantic Movement in England II (S; 3)

Major figures of the movement. The second semester will focus on the poetry and theory of Lord Byron, Percy Bysshe Shelley and John Keats and on the literary criticism of William Hazlitt.

John Mahoney

En 152 Four Romantic Poets (S; 3)

A study of Wordsworth, Coleridge, T. S. Eliot and Wallace Stevens as poets of process.

Alan Weinblatt

En 164 Modern Drama I (F; 3)

A study of the process of artistic development in the work of two important modern playwrights, one American, one Irish, Tennessee Williams and Samuel Beckett, who between them represent some of the most significant elements in 20th century drama written in English.

Kristin Morrison

En 165 Modern Drama II (S; 3)

A study of the process of artistic development in the work of two important modern playwrights, one American, one British, Eugene O'Neill and Harold Pinter, who between them represent some of the most significant elements in 20th century drama written in English.

Kristin Morrison

En 166 Victorian Literature (F; 3)

"We were in one of the periods at which a crust of conventional dogma had formed, like the paleosystic ice of the polar sea, upon the surface of opinion... and yet new currents are everywhere moving underneath." A study of fathers and sons, Jekylls and Hydes, great expectations and broken windows, looking glasses and pied patterns, traditions and revolutions in Victorian literature.

Dennis Taylor

En 167 Critical Theory and Poetic Texts (S; 3)

"Interpretation is the revenge of the intellect upon art... To interpret is to impoverish, to deplete the world in order to set up a shadow world of 'meanings'." Is this true? Applying critical interpretation to sample poems, we will begin with Kierkegaard's *Fear and Trembling* and study the tradition of critical strategies from Plato to Auerbach.

Dennis Taylor

En 168 The Irish Renaissance (S; 3)

The writings of the major – and some less well known – contributors to the Irish literary renaissance will be studied and their place in the cultural movement considered. Included among the writers will be Yeats, Synge, and Lady Gregory.

Adele Dalsimer

En 172 Yeats, Eliot, and Stevens (S; 3)

Studies in the poetry.

Joseph Appleyard, S.J.

En 175 James Joyce (F; 3)

The life and writings of James Joyce, and the historical context, in as much detail as possible.

Adele Dalsimer

En 176 British Poetry (F; 3)

"This advance of self-consciousness, the extreme awareness of a concern for language... must ultimately break down, owing to an increasing strain against which the human mind and nerves will rebel." Yet merely to "insist on the all importance of subject matter, to insist that the poet should be spontaneous and unreflective... would be a lapse from... a highly civilized attitude to a barbarous one." Self-consciousness and the search for objectivity in British poetry from Hopkins to Hughes.

Dennis Taylor

En 178 Studies in the Novel II (F; 3)

A study of the English novelist's vision of life in the twentieth century, in works of Conrad, Ford, Joyce, Waugh, Forster, Caryl.

John Sullivan

En 179 Studies in Modern British Fiction (F; 3)

Close work with a group of novels by Conrad, Forster, Lawrence, and Woolf, with emphasis on the poetic languages invented by the writers to express their visions of human character.

Rosemarie Weiner

En 182.01 Major American Writers I (F; 3)

Four major writers of "The American Renaissance," Hawthorne, Melville, Thoreau and Whitman.

Cecil Tate

En 182.04, 182.07 Major American Writers I (F; 3)

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau), poets (Whitman, Dickinson), writers of romantic fiction (Poe, Hawthorne, Melville), realistic writers (Twain, James).

John H. Randall, III

En 183.04 Major American Writers II (S; 3)

Readings in authors of the twentieth century. John H. Randall, III

En 185 Melville (S; 3)

An intensive study of several of the works of Herman Melville as artist and thinker.

John Randall

En 187 Significant Poetry (F; 3)

Poems that are meaningful in our own time. Poems that are meaningful in any time. Poems that affect young people. Poems that affect mature people.

Arthur MacGillivray

En 194 English Prose Style (F; 3)

Examination and imitation of some major English and American writers from the sixteenth century to the present. Frequent writing assignments. (An earlier version of this course was called "Advanced Rhetoric.")
Paul C. Doherty

En 198 Poetic Theory (F; 3)

Traditional and contemporary theories of metre and prosody will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the point of view of (Russian) Formalism. Textual material will be mainly English although texts from any language may be presented by students for analysis in required term papers. Lawrence Jones

En 199 Rhetoric: The Roots of Expression (S; 3)

A practical introduction to the art and technique of creating clear, orderly and precise written expression in English. Practice will include the writing of term papers, reviews and technical reports.
Lowrence Jones

En 203 The World of Children's Literature (F; 3)

A survey of classic texts produced over two centuries — significant literature with a double appeal to the young and the adult audience. Writers include Perrault, the Grimm Brothers, Thackeray, Dickens, Ruskin, MacDonald, Lear, Carroll, Christina Rossetti, Stevenson, Hawthorne, Twain, Belloc, Kipling, Wilde, Beatrix Potter, Eliot, Cummings, Jarrell, E. B. White, C. S. Lewis, Thurber.
Francis McDermott

En 206 The Major Novels of D. H. Lawrence (F; 3)

A study of selected major novels (*Sons and Lovers*, *The Rainbow*, *Women in Love*, *The Plumed Serpent* and *Lady Chatterley's Lover*), with complementary reading in the short stories, essays and journals.
Richard E. Hughes

En 207 Major 19th Century Texts (S; 3)

A reading of four or five major 19th century English literary works in different genres, e.g., a novel, a long poem, an essay in social criticism, an autobiography — with an exploration of thematic connections between them.
John McCarthy

En 208 Analogy Program (S; 15)

The Analogy program allows students and instructors to work intensively in small groups (6-8 students) on problems and topics in English studies which they themselves have proposed. At the beginning of the semester each student in the program will list the topics he wants to explore. On the basis of these lists each instructor will propose three courses he wants to teach. Each student will sign up for two of these. Each group of instructor and students will plan its own schedule of meetings, material to be covered, and method of evaluation. The courses will end at mid-semester, and groups will reform around new topics, each student again taking two courses. The student receives 15 credits for a full semester's work in the program, and may take no courses outside the program.

The English Department has not decided whether or not to offer the Analogy program next year. The decision will be made during the early months of 1976. If it is offered, it will replace a number of other electives listed on these pages.
The Department

En 219 The Variety of Literature: The Genres (S; 3)

An examination of the distinctions among the wide variety of genres in prose and verse.
Francis McDermott

En 225 Creative Writing: Fiction (F; 3)

The purpose of the course is to supply opportunities for students to write short fiction and to receive critical comment as work is in progress as well as when it is finished.
John Sullivan

En 229 Boston in Fiction: The Brahmin World (F; 3)

The cultural ascendancy of Boston studied in the novels of James, Howells, Crawford, Bates, Grant, Sinclair, Dos Passos, Marquand, Santayana, Stafford, Keyes, and O'Connor.
John J. McAleer

En 232 American Literary Biography (S; 3)

American Literary Biography examined as an art form. Subjects will include Hemingway, Fitzgerald, Poe, Twain, Dreiser, Dickinson, James, Melville, Thoreau, Alger, and Frost. Kinds of biography

examined will include thesis biography, personal memoir, historical, critical, psychocritical, muckraking, oral, investigative, interior, and demythologizing.
John J. McAleer

En 233 The Matter of the Red Man in American Literature (F; 3)

The course will trace the way in which the American Indian is utilized as a literary property throughout three hundred and fifty years of American literature, charting shifts in literary fashions and those doctrines of man upon which a nation structures its morality.
John J. McAleer

En 234 Literary Criticism (S; 3)

A study of major statements in the history of criticism, and of the problems and issues that occasioned them. Aristotle, Sidney, Dryden, Johnson, Coleridge, and Eliot will be given major attention.
John L. Mahoney

En 236 Problems in Criticism (F; 3)

The subject matter will be a number of influential kinds of modern criticism, including "new criticism", rhetorical criticism, the history of ideas, and structuralism.
Paul C. Doherty

En 238 Eighteenth-Century Poetry (S; 3)

A close study of the main developments in English poetry from Dryden to Wordsworth. Particular attention will be paid to the validity (or invalidity) of such traditional terms as "neoclassic," "Augustan," and "Preromantic."
William Youngren

En 244 Romanticism in the Later Nineteenth Century (F; 3)

An attempt to get at the essentials of romanticism by studying its transformations through the latter two-thirds of the nineteenth century in England and to understand the historical continuity between the romanticism of our own time and that of the Romantic Movement so called. The readings will be in English poetry, non-fiction prose, and some fiction from the latter two-thirds of the Nineteenth Century, e.g. Tennyson, Browning, Arnold, Carlyle, Dickens, Ruskin, Pater, Hopkins, Rossetti, Wilde.
John McCorthy

En 245 Courtly Love Tradition (F; 3)

A historical survey of English and continental love literature from Andreas Capellanus to Chaucer. The course will attempt to assess the significance of the tradition and to apply its chief characteristics to a reading of *Sir Gawain and the Green Knight* and Chaucer's *Troilus*.
Joseph Longo

En 246 The Uses of Romance (F; 3)

An exploration of romance considered as the most radical of literary modes, as "pure" literature, and of some of the theoretical questions it raises: What is literature? What is the relationship between literature and reality? What is the relationship between literature that pretends to tell the truth and literature that is self-consciously escapist or unreal? Readings will consist of poetry, fiction and drama in the romantic mode from several periods, including (tentatively) some plays of Shakespeare, the poetry of Keats, Yeats, and Stevens, and novels by Hawthorne and Henry James.
Robert Kern

En 249 Great Writers, Fourteenth Century (F; 3)

A study of the poetry of Chaucer, Langland, the Gawain-poet, and perhaps John Gower in the context of fourteenth-century culture and literary assumptions.
Roymond Biggor

En 254 Philosophy of Contemporary Criticism (S; 3)

An examination of the philosophical foundations of twentieth century criticism. Among the philosophers studied will be the post-Bradley analytic philosophers Russell and Wittgenstein, the Vienna circle. Among the critical movements to be studied will be the new critics, historicism, structuralism, and phenomenology.
Cecil Tate

En 255 Teaching English in the High School (S; 3)

The course will concern itself with two matters; first discovering how to ask appropriate questions about a literary text; second, the writing and correcting of written exercises.
Paul C. Doherty

En 256 Writing the Essay and the Article (S; 3)

Methods of writing non-fiction, with some reading in contemporary writers like E. B. White and George Orwell. Frequent short papers will be required.
Francis Sweeney, S.J.

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ENGLISH

En 257 Lyric Poetry: 1580-1660 (S; 3)

The course will explore shorter poems by Sidney, Shakespeare, Donne, Jonson, Herbert, Marvell and the connections among them. *Anne Ferry*

En 260 19th Century American Realism (S; 3)

A study of various manifestations of "realistic" fiction in the second half of the 19th century: naturalism, psychological realism, and the local colorists. We will analyze literary forms as well as make thematic comparisons. Writers studied will be Howells, Twain, James, Crane, Gilman, Freeman, Chopin. *Glendo Hobbs*

En 267 T. S. Eliot (F; 3)

An intensive study of the poetry and criticism. *Alan Weinblott*

En 269 Contemporary American Fiction: The Fabulists (S; 3)

Extensive reading in Vonnegut, Pynchon, Barth, Gardner, Hawkes, Barthelme, and others. *Leonard Cosper*

En 272 Contemporary American Fiction: the Realists (F; 3)

Extensive reading in Bellow, Salinger, Updike, Oates, Flannery O'Connor, and others. *Leonard Casper*

En 276 Odysseus' Scar, Aristotle's Discovery, and the Seven Percent Solution (F; 3)

An inquiry into the literary, philosophical, and simply suspenseful values of discovery; the detective as archetype in selected instances of serious and popular literature; the detective process as both symbol and entertainment. *Richard Hughes*

En 277 The Poetry of World War I and British Poetry (S; 3)

A reading in history, e.g., Tuchman, Fussell, Falls, etc.; a couple of films—*Oh What a Lovely War* and *All Quiet on the Western Front*—some use of Bapst's newspaper collection of the period and Owen, Sassoon, Graves, etc.—an historical—media—literary course. *Richard Hughes*

En 279 The Poetics of Modernism (F; 3)

An attempt to understand the achievement of such major 20th century poets as Frost, Stevens, Eliot, Pound, and Williams from the perspectives of literary theory and philosophical orientation. The emphasis will be on the poetry, but attention will also be given to the poets' own accounts of the problems and possibilities of poetry in the modern world and to such issues as the value and ontological status of the poem and the problem of the self. *Robert Kern*

En 280 Poetics of the Novel (S; 3)

Since the novel has become in the twentieth century the dominant form of our experience of literature, there have been many attempts to theorize about the nature of prose fiction and narrative. This will be an examination of some of the principal kinds of attempts. *Andrew Von Hendy*

En 281 Four Major Fictions (S; 3)

Readings in four major novels from the seventeenth century to the present, *Don Quixote*, *Tom Jones*, *Madam Bovary*, and *Ulysses*. Each novel will be initially presented in terms of a problem in criticism which the novel has raised. *Paul C. Doherty*

ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES

En 311 Early Middle English (S; 3)

The reading of documents of the Post-Conquest period, up to about 1350. *Charles Regan*

En 315 Seminar: The English Renaissance (F; 3)

This is a course designed to trace the development and definition of those ideas and forms which became central to the tradition of English prose and poetry. The first readings will be of Erasmus and the early English humanists like Thomas More; some time will then be spent on the reading of historians, theologians and philosophers who formulated the Elizabethan world picture. *P. A. Duhamel*

En 317 Medieval Mystical Writers (F; 3)

A study of the rich body of mystical writing which flourished in the 14th century, especially Richard Rolle, Walter Hilton, Juliana of Norwich, and *The Cloud of Unknowing*. *John Fitzgerald*

En 319 Seminar: Regional American Fiction (F; 3)

A study of 19th century "local color" writers and 20th century "regionalists." We will attempt to define "regionalism" in literature, to determine why the term is frequently used disparagingly (as opposed to "universal" literature), and examine the themes that preoccupy these writers. Authors studied will be Jewett, Freeman, Chopin, Cather, Glasgow, Arnow, O'Connor. *Glendo Hobbs*

En 320 Seminar: Dickens (S; 3)

Studies of six or seven major novels, with excursions into biography, history, and certain critical approaches. *Rosemarie Weiner*

En 338 Shakespearean Stage (F; 3)

A seminar designed to explore the nature of the Elizabethan playhouse and its relevance to the drama of Shakespeare and of his contemporaries. The seminar will focus on specific plays apropos methods of production. The course will be a combination of research and discussion. Each student will be responsible, ultimately, for a report/discussion of a specific play vis à vis its theatrical presentation. *Joseph Longo*

En 340 Seminar: Advanced Prose Style (F; 3)

This course is for the undergraduate or graduate student who wishes to write better, but whose chief concern is not with the writing of prose fiction. The course includes both the organization of ideas and the actual articulation of thought. The approach will be clinical and diagnostic rather than theoretic, with the accent on De Maupassant's dictum that "one learns to be a good writer by putting ink on paper." *John Fitzgerald*

En 390 Readings and Research (F, S; 3, 3)

By arrangement

The Department

En 399 Scholar of the College Project

By arrangement

The Department

GRADUATE COURSES

En 700 Old English (F; 3)

A study of the Old English language through a reading of selected prose and poetic texts—the Alfredian Bede and Orosius, *The Wife's Lament*, *The Seafarer*, *The Wanderer*, *The Battle of Maldon*, *The Dream of the Rood*—with assignments in grammar and vocabulary and readings in significant scholarship, with reports. *Charles Regan*

Open, with permission, to undergraduates.

En 702 Early Chaucer (S; 3)

In this course most of Chaucer's writings, except for the *Canterbury Tales*, will be read. In it the genres, the conventions, and several problems of major critical importance will be considered. *Charles L. Regan*

En 704 Problems in Shakesperian Scholarship: Histories and Comedies (F; 3)

An attempt to demonstrate and summarize the current state of scholarship concerning Shakespeare's plays written between 1589 and 1602. *P. Albert Duhamel*

En 705 Problems in Shakesperian Scholarship: Tragedies and Romances (S; 3)

An attempt to demonstrate and summarize the current state of scholarship concerning Shakespeare's plays written between 1601 and 1612. *P. Albert Duhamel*

En 708 17th Century Lyric Poetry (S; 3)

A study of the themes and conventions in the poetry of Donne, Herbert, Jonson, Marvell and their contemporaries. *Anne Ferry*

En 709 The Natural Mystics (F; 3)

"Every man knows in his heart," wrote George Orwell, "that the loveliest thing to do in the world is to spend a fine day in the country." Course focus will be on the Concord idealists — Emerson, Thoreau, Alcott — their precursors — Gilbert White, Wordsworth, Woolman, deCrevecoeur, and Bryan — their early disciples — Jeffries, Dickinson, Whitman, Burroughs, Muir — and their later disciples — Beston, Frost, Wilbur, Kerouac, and Brautigan.

John J. McAleer

En 715 Romanticism in the Later 19th Century (S; 3)

An effort to get at the essentials of romanticism by studying its transformations through the latter two-thirds of the century. The core of the readings will be the Victorian critic-prophets, Carlyle, Ruskin and Arnold, but a variety of other writers, artists and movements will be considered.

John McCarthy

En 719 Literary Criticism: Classic to Romantic (F; 3)

Changing trends in English literary theory and practical criticism from 1660 to 1830. The course will consider the work of six major critics: Dryden, Pope, Johnson, Wordsworth, Coleridge and Hazlitt — and will discuss some of the literary and philosophical roots of the criticism.

John L. Mahoney

En 720 D. H. Lawrence (S; 3)

The course will concentrate on four major novels (*Sons and Lovers*, *The Rainbow*, *Women in Love* and *The Plumed Serpent*), plus sizeable readings in the poetry, short stories and essays. A term paper (10-12 pages) which demonstrates close familiarity with any one phase of Lawrence's achievement and the pertinent scholarship will be due preceding the final examination; said examination to be a comprehensive and objective inquiry.

Richard Hughes

En 721 Milton (F; 3)

A study of Milton's poetic development.

Anne Ferry

En 723 American Autobiography (S; 3)

A study of American Autobiography with particular emphasis on those works which may give us insight into the relationship of style, consciousness and culture. The writers to be covered will include Franklin, Adams and Henry James.

Cecil Tate

En 724 Introduction to American Studies (F; 3)

A course designed primarily for candidates for the M.A. degree in American Studies. The purpose of the course is to introduce students to the most important interdisciplinary concepts employed by scholars writing on American culture today.

Cecil Tate

En 739 Major Victorian Poets (F; 3)

A reading of the principal poems of Tennyson, Browning, Arnold, and Hopkins.

John McCorthy

En 753 Yeats (F; 3)

An intensive study of the poetry, prose, and drama of William Butler Yeats. Attention will be paid to the significant details of Yeats' life as they affected his art, and his relationship to both the Irish Literary Renaissance and the English Romantic tradition will be considered.

Adele Dolsimer

En 756 Contemporary American Fiction: The Fabulists (S; 3)

Extensive reading in Vonnegut, Pynchon, Barth, Gardner, Hawkes, Barthelme, and others.

Leonard Cosper

En 757 James Joyce (S; 3)

Studies in *Dubliners*, *Portrait of the Artist as a Young Man*, possibly the abridged version of *Finnegan's Wake*, but mainly *Ulysses*. This course demands a lot of the student's time.

Joseph Appleyard

En 758 Problems in Recent Literary Theory (F; 3)

An introduction to the problems of general aesthetics as they relate to literary theory; a close examination of the work of several theorists including Suzanne Langer and Northrop Frye; radical criticisms of the possibility of aesthetic theory offered by Wittgenstein and later linguistic philosophers. Other theorists to be read may include Sartre, Gombrich, Bachelard, Lukacs, Barthes and Poulet.

William Youngren

En 759 Seminar: Critical Approaches to Medieval Literature (F; 3)

An examination of the potentialities and limitations of the various critical approaches to medieval English literature, such as the mythological, the rhetorical (Robert Payne), the exegetical-iconographical (D. W. Robertson), the new literary historical (Auerbach, Muscatine), source study (Larry Benson), and close reading. Some of the works of Chaucer, Langland, the Gawain-poet, and perhaps Henryson will be among those read. Some lectures will be given by various members of the Department with a special interest in the various approaches.

Raymond Biggar, and Staff

En 766 Society: Literature of the American Thirties (F; 3)

A study of the social, political and economic ideas embodied in selected works of Nathanael West, John Dos Passos, Clifford Odets, John Steinbeck, William Faulkner, Ernest Hemingway, Thomas Wolfe, Richard Wright, in an attempt to discover whether social relevance and aesthetic worth are necessarily incompatible.

John H. Randall III

En 767 Seminar: Melville (S; 3)

An intensive study of several of the works of Herman Melville as artist and thinker.

John H. Randall, III

En 776 Realism and Naturalism in American Literature (S; 3)

Establishment of the criteria by which the naturalistic and/or realistic content of a work of literature is determined. Consideration of the fashions in literature which naturalism and realism sought to supplant. Estimation of the success had by naturalism and realism in substituting their values for those that had prevailed earlier. Their legacy to American literature.

John J. McAleer

En 777 Hardy and Larkin (S; 3)

The Major Poetic Tradition of Thomas Hardy and Philip Larkin. "May I trumpet the assurance that one reader at least would not wish Hardy's *Collected Poems* a single page shorter, and regards it as many times over the best body of poetic work this century so far has to show." "If my name lives at all in the history of English literature . . . it will be as a poet and not as a novelist."

Dennis Taylor

En 778 English Romanticism: Wordsworth, Coleridge, and Keats (S; 3)

An intensive study of three major figures in the history of English Romanticism. Strong emphasis will be placed on major poems and on prominent themes of art. A special concern of the course will be the shift from the Neoclassic to Romantic sensibility and the development of the new poetry of the nineteenth century.

John L. Mahoney

En 779 Eugene O'Neill (S; 3)

Detailed study of the process of artistic development in the works of Eugene O'Neill, with an attempt to assess his place among American dramatists.

Kristin Morrison

En 780 Old English Poetry (S; 3)

A survey of the four major Old English poetical manuscripts, excluding *Beowulf*.

Richard Schrader

En 781 Studies in Fiction: Eighteenth Century Novel and Autobiography (S; 3)

A study of interrelationships among novels and autobiographies of "the age of sensibility." It will center on the autobiographies of Rousseau and Goethe, both of whom have so much sense of the importance of talking about their own feelings, their own influential novels, *Julie* and *The Sorrows of Young Werther*, and some of the English novels that most affected them: Richardson's *Clarissa*, Goldsmith's *The Vicar of Wakefield* and Sterne's *Tristram Shandy*.

Andrew Von Hendy

En 782 Heroines (F; 3)

A reading of a representative sequence of English novels in which the consciousness of a woman is the center of attention. The "heroines" will include: *Clarissa Harlowe*, *Emma Woodhouse*, *Gwendolyn Harleth*, *Clara Middleton*, *Teresa Durbeyfield*, *Maisie Farange*, *Ursula Brangwen*, *Clarissa Dalloway* and *Portia Quayne*.

Andrew Von Hendy

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FILM STUDY PROGRAM

En 783 Contemporary American Fiction: the Realists (F; 3)

Extensive reading in Bellow, Salinger, Updike, Oates, Flannery O'Connor, and others. *Leonard Cosper*

En 790 Bibliography and Method (F; 3)

A course primarily for first-year graduate students to develop advanced skills in bibliography and critical and scholarly methodologies. *Robert Reiter*
Doniel McCue

En 799 Readings and Research (F, S; 3)

By arrangement *The Department*

En 801 Thesis Seminar (F, S; 3, 3)

By arrangement *The Department*

En 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

En 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Film Study Program (Fm)

Fm 101 Basic Filmmaking (F, S; 3)

An introduction to filmmaking. Use of camera, sound, and editing equipment. All equipment is provided, but students pay for film and tape. Films are shown and discussed, and a film room is available for editing and sound work. *Lee R. Schiel*

Fm 102-103 Intermediate Filmmaking (F, S; 3, 3)

Prerequisite: Consent of instructor.
Projects in documentary, dramatic, and experimental filmmaking. *Lee R. Schiel*

Fm 104-105 Advanced Filmmaking (F, S; 3, 3)

Prerequisite: Consent of instructor.
Independent filmmaking projects. *Lee R. Schiel*

Fm 106 Film Analysis: Documentary Film (F; 3)

A study of cinema verite and related documentary approaches — including Leacock, Pennebaker, Maysles, Wiseman, as well as Flaherty and Ophuls. *Lee R. Schiel*

Fm 107 Film Analysis: Experimental Film (S; 3)

A study of experimental film's growth — from Duchamp and Bunuel to recent films from Europe and America. *Lee R. Schiel*

Fm 131 Romance in the Movies (F; 3)

The course is based on a structuralist approach to movies, investigating the structural principles of romance in all its variety. This includes such diverse genres as melodrama, Westerns, love stories, adventures, and psychological dramas. The course will consider representatives of each type of romance. *Herbert Ostrach*

Fm 132 Irony in the Movies (S; 3)

The course is based on a structuralist approach to movies. The principal types of irony to be considered are private eye movies, *film noir*, and ironic parodies. We will consider the range of irony from the extremes of comic irony to the extremes of tragic irony. Topics include the typical techniques, ideas, characters, symbols and images of movie irony. *Herbert Ostroch*

Fm 151 The Horror Movie (F; 3)

The course will offer a critical perspective on the horror movie as a genre. Topics include the preternatural and the supernatural, the narrative structures of horror movies, and the relation of the lore of the horror movie to archaic religious experience. *Herbert Ostroch*

Fm 152 From Garbo to Davis: Hollywood in the 30's (S; 3)

The course will examine the Hollywood phenomenon by focusing on the great women stars of the 30's especially Greta Garbo, Marlene Dietrich, Katherine Hepburn, and Bette Davis.

Students will be expected to do original research in contemporary sources of information and opinion. *Herbert Ostroch*

Fm 161-162 Selected Topics in Movie Criticism (F, S; 3, 3)

In the fall semester the course will concentrate on leading movie theoreticians and theories including Eisenstein, Bazin and structuralism. In the spring semester the course will move towards a critical theory by considering the nature of the act of criticism in its conative and intellectual modes.

The course will be arranged as a seminar. Admission is by permission of the instructor only. *Herbert Ostroch*

Fm 171 Introduction to Film (F; 3)

A broad overview of the development of film form. The course will include consideration of narrative structure, film technique, film criticism, film and society, documentary film, and experimental film. *Herbert Ostroch*

Fm 172 Movie as Idea and Image (S; 3)

A consideration of the non-narrative elements of the narrative movie. We will relate movie ideas to social and theoretical thinking and consider movies as documents, as fables and as allegories. The second part of the course will consider movies as a visual medium and explore its use of the human body and face, images as things, as icons and as symbols. *Herbert Ostroch*

Fine Arts (Fa), (Fs)

The following listings are subject to change.

Fa 031 Art Workshop I

This course will provide both an academic and creative approach to drawing and painting, with elementary and advanced theory of design. The first semester will concentrate on drawing and the theory of design, composition and organization. The second semester will be devoted to the use of various media: oil, painting, water-color, pastel, conte crayon, and introduction to modeling in clay. Two 75-minute periods per week for two semesters. Students completing this course will be allowed to apply for Art Workshop II. By arrangement

Fa 032 Art Workshop II

Extension of Drawing and Painting I, with more advanced projects in drawing, painting, and modeling. Introduction to other media; etching, plaster and bronze casting, firing of terra cotta, and some ceramics. (3 credits will be granted upon satisfactory completion of the entire year's work.)

By arrangement

Fa 033 Art Workshop III

Those students who have completed Art Workshop II may apply for Art Workshop III, with advanced projects involving the media in which they have specialized. (3 credits will be granted upon satisfactory completion of the entire year's work.)

By arrangement

Fa 034 Art Workshop IV

Extension of Art Workshop III, with more advanced projects involving the media in which the students have specialized. Students are integrated with the group in Art Workshop III, and also have the opportunity to practise-teach in Art Workshop I and II. Art Workshop is prerequired (except in special cases where the prerequisites have been adequately met.) (3 credits will be granted upon satisfactory completion of the entire year's work.)

By arrangement

Fa 041 Visual Workshop I

This is a cooperative and active investigation into the rich and diverse domain of visual experience. Many media and approaches are explored, models used, and imagination encouraged.

Fa 042 Visual Workshop II

This is a continuation of Fa 041 but may be elected independently subject to approval of the instructor.

Fa 043 Contemporary Workshop I

This course is designed to introduce students to concepts and techniques of 20th century painting.

Fa 044 Contemporary Workshop II

This is a continuation of Fa 043 but may be elected independently subject to approval of the instructor.

Fa 160 History of Ancient, Medieval and Renaissance Art

After a brief survey of Egyptian, Mesopotamian and Aegean Art, the classic periods of Greece and Rome will be studied, followed by an analysis of Medieval Art from its origins in the early Christian era to the Gothic period, and of the Renaissance from its beginning in the fifteenth century to the early sixteenth century.

Fa 161 The Arts Since the Renaissance

A study of the High Renaissance and Mannerism in sixteenth century Italy; the spreading of the Italian Renaissance tradition throughout Europe in the seventeenth and eighteenth centuries, leading to a brief survey of the artistic trends of the nineteenth and twentieth centuries.

Fa 162 Critical Approaches to the Understanding of Art

This course will begin with a consideration of the significant schools of criticism: the Formal, Social, and Psychological, and their application to individual works of art. Other course topics include the various functions of art (art as magic, art as structure, etc.) and the relationships between art and aesthetics.

Fa 171 Visual Analysis I

A course in the art of appreciation. The emphasis is on the skills needed in reading drawing and painting. The students will be asked to participate in visual exercises designed to increase their critical abilities.

Fa 180 History of Architecture

The evolution of architectural styles in the Western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced its development.

Fa 223 Art in the Ancient World

This course will treat the architecture, sculpture and painting of Egypt, the ancient Near East and Crete. Although the emphasis will be on these early civilizations, their influence on Greek art will be discussed where appropriate.

Fa 252 Late Medieval Painting

This course will concentrate on painting from the 12th to the early 15th century, primarily in the North. Illuminated manuscripts, stained glass windows, panel painting and mural painting will be discussed.

Fa 253 Art of the 18th Century

This course will examine the 18th century in France, England and Italy emphasizing the art of the period of the French Revolution and the relation of that art to contemporary social and political events.

Fa 260 XIX Century Art

A study of the evolution of style and content in art from 1770 to 1890. Emphasis will be given to French painting, but major figures in Germany and America will also be considered.

Fa 261 Earlier XX Century Painting

A study of the major radical styles in art from 1900 to 1945. Special emphasis will be given to Fauvism, Cubism, and Surrealism.

Fa 271 Roman Art

The art of Rome will be studied in its social and economic context. This course will cover the period from Rome's mythological beginning to the rule of Constantine the Great and the rise of Christianity.

Fa 278 Medieval Art in the West: Romanesque and Gothic

This course will begin with a study of Romanesque art and its sources. The succeeding Gothic age, its architecture, sculpture, stained glass, and illuminated manuscripts will then be examined.

Fa 281 The Age of Baroque

The arts as a symbol of power: the splendor of Baroque Rome as created by the artists of the Popes, and the grandiose classicism of Versailles under Louis XIV.

Fa 282 Art in America

A study of the evolution of the Arts in America from the Colonial period to the present.

Fa 284 American Architecture

A study of the development of American Architecture from Colonial times to the present. Field trips will be part of the course.

Fa 292 Irish Art

The fundamental spirit of Celtic art will be traced from its pre-historic roots to the Golden Age of Irish art in the early Christian period. The sources and influences of the Celtic aesthetic will be studied in detail.

Fa 346 Advanced Photography II

Prerequisite: Ph 353 Photography I

Through a series of set problems the student will explore varying approaches and techniques in the art of photography.

Fa 351 Northern Renaissance

This course will focus on the art in Northern Europe during the XV and early XVI centuries. Painters such as the Master of Flemalle, the van Eyck brothers, Rogier van der Weyden, Hugo van der Goes and Hieronymus Bosch will be treated in detail.

Fa 363 Art Since 1945

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the surrealist tradition.

Fa 365 Sculpture in Europe and America: 1880 - 1970

This course will concentrate on the major figures of the period: Rodin, Brancusi, Lipschitz, Moore and Smith. Sculpture in America will be considered in relation to developments in Europe.

Fa 376 Seminar in Methodology of Art Historical Research

The purpose of this seminar will be to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student, under the direction of the professor, will prepare a written report which will form the basis for an oral presentation to be given during the course of the semester.

Fa 380 The Arts of the Italian Renaissance

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early XV century in Florence to the XVI century in Rome. The lives and works of the principal artists will be discussed and their relationships to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.

Fa 384 The Age of Leonardo, Michelangelo and Raphael

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of Western civilization. The lives and works of these men will be examined in detail, with the social-historical conditions that made their development possible.

Fa 385 Rembrandt and His Age (S; 3)

The course offers a detailed study of Rembrandt, his paintings and his etchings, and an overview of other XVII century Dutch masters.

Fa 391 (Th401) Early Christian and Byzantine Art

This course will begin with a treatment of the origins of Christian art in the catacombs and early sarcophagi. It will examine the art produced in Ravenna and Constantinople, the cities to which power and patronage gravitated in the 6th century. A brief study of iconoclasm will precede a thorough examination of Middle Byzantine mosaic decoration.

Pamela Berger

Studio Art

Fs 101, 102 Foundations of Studio Art (F, S; 3, 3)

An introductory course for studio majors and others pursuing art seriously. It is a prerequisite for most other studio courses, and consists of four parts: drawing and two-dimensional design during the first semester, painting and three-dimensional design during the second semester. Each semester's work receives grade and credit as one course.

Fs 207, 208 Figure Drawing I (F, S; 3, 3)

Prerequisite: Fs 101, 102 or permission of the instructor.

Studies from the model in charcoal, ink, conte, pencil, mixed media; and through a variety of approaches: contour, gesture, volume, memory, quick and sustained studies, etc.

Fs 217, 218 Painting I (F, S; 3, 3)

Prerequisite: Fs 101, 102 or permission of the instructor.

A systematic approach to the mastery of oil painting through problems in 2-D design, form, reflection and texture, working from still life. The second semester presents more advanced problems in working from still life.

Philip Morcus

Fs 231 Sculpture – The Portrait (F; 3)

A clay study of the human skull using the "point system," supplemented by outside class anatomical drawings, lays the foundation for a portrait head in clay from the living model. Structure and expressive character are emphasized. Continuing outside class projects using hand-built clay techniques encourage a freer and more individual approach.

Fs 232 Sculpture – The Human Figure (S; 3)

Clay studies of the full human figure working from life with emphasis on formal structure. Out of class work includes anatomical drawings and proceeds to various hand-built clay projects stressing design and imagination.

Fs 245, 246 Environmental Design – Graphics and Visualization (F, S; 3, 3)

Prerequisite: Fs 101, 102

A course designed to develop skills related to visualization and graphics employing such methods as projections: orthographic, isometric and perspective, as well as renderings. Familiarization of the student with drafting procedures, the use of conceptual models and the representation and communication of the models and designs. The second semester will further develop these skills, as well as use perspective, interior, and renderings and models, in the solution of man's needs in the environment.

Fs 251, 252 Handbuilding (F, S; 3, 3)

Prerequisite: Fs 101, 102 or permission of the instructor.

The course emphasizes learning the basic fundamentals of ceramics for self-expression; it is conducted through informal talks and demonstrations including orientation and exploration of the possibilities within the medium of clay and glaze, technical background, history and experience in all the techniques of handbuilding.

Students are required to spend at least 9 hours a week outside of class time on specific projects.

Fs 263, 264 Printmaking I (F, S; 3, 3)

Prerequisite: Fs 101, 102 and permission of the instructor.

An introductory printmaking course stressing primarily the intaglio print (line etching, aquatint, lift-ground, soft-ground, intaglio collagraphs) with some work in relief during the second semester (woodcuts, linoleum cuts, collagraphs and relief etchings), and discussion of the aesthetics of the contemporary print.

Fs 271 Techniques and Media Workshop (F; 3)

A studio demonstration course oriented to give an understanding of the properties, limitations and possibilities of various media and techniques. These include drawing techniques, egg*tempera, indirect oil painting, direct oil painting, and acrylics.

Students may elect to focus on research or on experimentation for their outside work, depending on whether their interest is primarily art history or studio art. There are trips to various museums and galleries.

Fs 272 Color (S; 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. Most work is done in gouache and collage. There are no prerequisites.

Fs 317 Painting II (F; 3)

Prerequisite: Fs 217

Problems in landscape painting in oil.

Philip Morcus

Fs 318 Painting II (S; 3)

Prerequisite: Fs 218

Problems in figure painting in oil.

Philip Marcus

Fs 321 Structural Drawing (F; 3)

Prerequisite: Fs 101 or permission of the instructor.

An intermediate course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy, and manual control through the rendering of objects. Students are expected to master proportion, perspective, foreshortening, modeling, shading, and spatial rendering in a variety of media.

The course normally meets for two hours three times a week for a total of six contact hours.

Fs 322 Compositional Drawing (S; 3)

Prerequisite: Fs 321 or permission of the instructor.

An advanced course which makes free use of the skills developed in structural drawing in order to create more complex pictorial images. Emphasis is on experimenting with a broad range of stimuli and ideas, in order to allow the student to explore a diversity of drawing possibilities on a fairly sophisticated level. As a result of this course the student should be able to develop drawings in relationship to the internal needs of the drawing itself rather than through such external considerations as those of representation, illustration, and expression.

Fs 345, 346 Environmental Design II (F, S; 3, 3)

Prerequisite: Fs 245, 246 or permission of the instructor.

Through the coordination of eye, mind and hand, and by the analysis of man's needs regarding habitat (and the conditions affecting the forming of the habitat) specific environmental problems will be identified and solved. The second semester concentrates on the investigation and solution of the problems inherent in the design of interrelated dwelling units, and other structures such as schools and playgrounds.

Fs 350, 351 Ceramics II (F, S; 3, 3)

Prerequisite: Fs 251, 252 or permission of the instructor.

An investigative approach to the use of clay and glaze with demonstrations and practice of all working processes; i.e., throwing techniques, hand and slab, forming, glaze and slip application, and production and firing methods. Approaches new within the scope of experience, with the intention of developing individual interest to its ultimate capability.

Fs 353, 354 Ceramics Wheelthrowing (F, S; 3, 3)

Prerequisite: Fs 251, 252 or permission of the instructor.

Fundamentals of throwing on the potter's wheel. Emphasis is placed on the development of throwing skills, not the acquisition of objects. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level. Emphasis is placed on design techniques, professionalism of craftsmanship and visual maturity. Seminars and lectures will be held covering what has been done, what is being done, and what is possible – with slides, films, discussions and field trips.

Fs 361, 362 Printmaking II (F, S; 3, 3)

Prerequisite: Fs 263, 264

Development of expertise in various intaglio methods of printing, particularly color printing, cut-plate techniques, collagraphs and multi-color (relief-intaglio) collagraphs, dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals.

Ofelio Gorcio, RSCJ

Fs 385, 386 Independent Work (F, S; 3, 3)

By arrangement, under the direction of a faculty member of the department.

Fs 485, 486 Independent Work (F, S; 3, 3)

By arrangement, under the direction of a faculty member of the department.

Fs 498 Senior Project (F; 3)

Required of all studio art majors. Under the direction of a faculty member of the department.

Geology and Geophysics (Ge)

An asterisk after a course title indicates that a course carries a laboratory fee.

Ge 110 Introduction to Physical Geology* (F; 4)

An introduction to the operating concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. Two lectures, one seminar, and one two-hour simulated field trip per week. Intended for fulfillment of the science core requirement. *The Department*

Ge 120 Introduction to Historical Geology* (S; 4)

A sequel to Ge 110, this course seeks to develop the geologic history of planet Earth, especially the United States and North America, and the plants and animals which have evolved upon its surface. The Audio-Tutorial format of simulated field trips will be used to visit representative or select areas. Two lectures, one seminar, and one two-hour simulated field trip per week. Intended for fulfillment of the science core requirement. *The Department*

Ge 130 Physical Geology* (F; 4)

An accelerated introduction to the important geologic processes believed to be operating on land, in the Earth, in the seas, on the Moon, and elsewhere. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students. *Robert E. Riecker*

Ge 140 Historical Geology* (S; 4)

An intensive study of the development of the solar system, universe, and the Earth, including special reference data bearing upon the origin and evolution of life. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students. *Robert E. Riecker*

Ge 150 Introduction to Astronomy* (F; 4)

The study of the solar system with the sun, planets, satellites, comets, and meteors examined. Information about the composition and motion of the stars is obtained from stellar radiation. Identification and origin of the stars, constellations, galaxies is presented to develop a structure of the universe. Three lectures and one laboratory-conference per week. Intended for fulfillment of the core science requirement. *The Department*

Ge 160 Introduction to Oceanography* (F; 4)

Description and examination of the characteristics of ocean water and ice, waves, tides, ocean currents, the transportation of matter and heat in the sea, and origin of the ocean basins. Three lectures and one laboratory-conference per week. Intended for fulfillment of the core science requirement. *Benno M. Brenninkmeyer, S.J.*

Ge 170 Introduction to Meteorology* (S; 4)

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and fronts, and weather modifications. Three lectures and one laboratory-conference per week. Intended for fulfillment of the core science requirement. *The Department*

Ge 175 The Environment I: An Interdisciplinary Approach

(F; 3)

This course is designed as an introductory course for students who wish to participate in the Environmental Concentration offered by the Boston College Environmental Center. Emphasis will be on the skills and methods which diverse disciplines bring to the solution of environmental problems and the manner in which these disciplines must interact to effect solutions. *The Department*

Ge 176 The Environment II: (S; 3)

A continuation of Ge 175. A greater emphasis will be placed on examining specific environmental problems in the New England area. *The Department*

Ge 190 Origins of Man (F; 3)

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and *Homo sapiens*. One evening lecture per week. *George D. Brown, Jr.*

Ge 195 The Earth and Man (S; 3)

Environmentally related natural processes will be studied in order to provide the non-science student with an understanding of the physical world in which he lives. The effects of man's utilization of the Earth's natural resources and his disposal of wastes on natural systems will be emphasized. One evening lecture per week. *David C. Roy*

Ge 200 Mineralogy* (F; 4)

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and one laboratory per week. *Cornelius Hurlbut*

Ge 210 Optical Mineralogy* (S; 4)

Prerequisite: Ge 200.

Principles of optical crystallography and their application in the identification of minerals, especially silicates, with the polarizing microscope. Three lectures and one laboratory per week. *Cornelius Hurlbut*

Ge 225 Field Geology* (F; 4)

Prerequisites: Ge 130 and 140, or equivalent.

Skill in the systematic study of bedrock exposures is the primary objective of this course. Field and laboratory problems are designed to give the students a variety of experiences in field identification and investigation of rocks and rock bodies, bedrock mapping, and air photo interpretation. Several Saturdays during the first half of the term will be spent in solving field problems. *Dovid C. Roy*

Ge 250, 251 Earth Science* I & II (F, S; 3, 3)

An activity based, individualized, self-paced course dealing with the basic concepts of the earth sciences. Special emphasis will be on Physical and Historical Geology. Three hours of lecture-laboratory each week for two semesters. Specifically directed toward the prospective teacher. *The Department*

Ge 286 Environmental Geology (S; 3)

Prerequisite: Ge 130 or consent of Instructor.

A seminar to discuss a variety of environmental problems from the geologic point of view. Several case histories will be examined, with particular emphasis on the Colorado Plateau. Three lectures per week. *The Department*

Ge 290 Reading and Research in Environmental Geology (F, S; 3, 3)

A study of some problem or area of knowledge in environmental geology. *The Department*

Ge 291 Reading and Research in Environmental Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in environmental geophysics. *The Department*

Ge 292 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology. *The Department*

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GEOLOGY AND GEOPHYSICS

Ge 293 Reading and Research in Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.
The Department

Ge 294 Seminar in Geology (F, S; 1, 1)

Preparation, analysis, and discussion of problems of current interest in geology.
The Department

Ge 295 Seminar in Geophysics (F, S, 1, 1)

Preparation, analysis, and discussion of problems of current interest in geophysics.
The Department

Ge 296 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 297 Reading and Research in Meteorology (F, S; 3, 3)

The Department

Ge 305 Structural Geology* (S; 4)

Prerequisites: Ge 200; Mt 101; Ph 211, or equivalents.
Features of deformed rocks will be described and related to geotectonics. The origin and development of folds and faults will be analyzed in terms of field data, experimental data, and the principles of rock mechanics. The laboratory will include solution of fold and fault problems by graphical methods employed in field work. Two lectures and one laboratory per week.

E.G. Bombolakis

Ge 307 Introduction to Engineering Geology* (F; 3)

Prerequisites: Ph 211 and Ge 305, or equivalents.
This course introduces students to engineering geology by studying several techniques and principles of soil and rock mechanics employed in engineering practice. The following problems frequently encountered in engineering geology will be analyzed: slope stability, landslides and rock slides, ground subsidence, underground rock stresses and rock bursts. Several case histories will be analyzed to illustrate how rock mechanics problems affect the location and costs of hydroelectric pumped storage projects and nuclear power plants. Peaceful applications of nuclear explosions will be treated if time permits.

Two lectures per week.

E. G. Bombolakis

Ge 310 Introduction to Petrology-Petrography* (F; 4)

Prerequisite: Ge 200 or equivalent.

An introduction to the phase relations of the major rock-forming minerals and to the classification, origin, and genesis of the igneous and metamorphic rocks. In the laboratory the student will learn the identification and classification of the igneous, metamorphic, and, to a lesser extent, the sedimentary rocks in hand specimen and thin-section. Three lectures and one three-hour laboratory per week. Field trips.

J. Christopher Hepburn

Ge 330 Principles of Paleontology* (S; 4)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Two lectures and one laboratory per week.

George D. Brown, Jr.

Ge 340 Seminar in Regional Geology (S; 2 or 4 credits)

Prerequisite: consent of the instructor.

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

Ge 350 Regional Geology of North America (S; 3)

Prerequisites: Ge 130, 140, or equivalent.

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Two lectures per week. Readings, oral and written reports.

George D. Brown, Jr.

Ge 360 World Climate and Life (S; 3)

This course is offered to students concerned with the environment. Climate, which controls much of our natural environment, is

examined and discussed. The effects of climate on vegetation, agriculture, water resources, transportation, communication, housing, health, and air pollution will be considered.

Three lectures per week.

Edword M. Brooks

Ge 376 The Geology in Outer Space (S; 3)

Recent manned and unmanned space programs have greatly expanded our knowledge of the moon and nearby planets. This course will examine the "geology and geophysics" of these bodies in light of this new data. Results from the Apollo program will be used to help develop a model for the evolution of the moon. The question of life on other planets, Mars and Venus particularly, will also be considered.

Three lectures per week.

J. Christopher Hepburn

Ge 391 Introduction to Geophysics (F; 3)

Prerequisites: Ge 130, 140; Mt 200-201; Ph 211-212.

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include; seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

Ge 440 Theoretical Structural Geology (F; 3)

Prerequisite: Ge 305 or equivalent.

This course prepares the student to analyze the origin and development of rock structures in terms of basic scientific principles. Brittle and ductile behavior will be analyzed during treatment of the following topics: analysis of stress and strain; failure criteria; plasticity theory; pore pressure effects; and the frictional coupling of rock masses. Specific geologic examples will include the quantitative analysis of dike and sill formation, gravitational sliding, faulting, measurement of current tectonic stresses, and earthquake prediction.

Two lectures per week.

E.G. Bombolakis

Ge 500 Potential Field Theory (F; 3)

Prerequisites: Mt 300-301; Ph 211-212.

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered. Two lectures per week.

John F. Devane, S.J.

Ge 505 Micropaleontology* (F; 4)

Prerequisite: Ge 330.

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

Two lectures and one laboratory per week. George D. Brown, Jr.

Ge 510 Igneous and Metamorphic Petrology* (S; 4)

Prerequisites: Ge 310 or equivalent.

The origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Three lectures and one laboratory per week.

J. Christopher Hepburn

Ge 520 Sedimentary Petrology* (F; 4)

Prerequisites: Ge 130, 140, 310.

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary structure analyses to understand sedimentary provenance and depositional environments will be explored in both the lectures and laboratories.

Offered biennially, 1976-77.

Dovid C. Roy

Ge 530 Marine Geology (S; 3)

Prerequisites: Ge 130, 140 or equivalent.

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Offered biennially, 1976-1977.

Benno M. Brenninkmeyer, S.J.

Ge 535 Sedimentary Techniques (F; 4)

Techniques in physical-chemical analysis of sediments and sedimentary rocks; analysis of sedimentological data; sampling and sample treatment.

Offered Fall 1975. Benno M. Brenninkmeyer, S.J.

Ge 539 Coastal Geology

Prerequisites: Ge 130, 140

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Offered Fall 1976.

By arrangement Benno M. Brenninkmeyer, S.J.

Ge 540 Sedimentary Geochemistry (S; 3)

Prerequisites: Ge 130; Ch 109-110; Mt 100-101.

An introduction to the fundamentals of low-temperature inorganic geochemistry as applied to the formation of sediments and sedimentary rocks. The distribution of elements in the natural environment will be discussed. Elementary thermodynamics and pH-Eh relations will be used to understand processes and mineral assemblages found in natural aqueous systems.

Offered biennially, 1976-77 David C. Roy

Ge 550 Geostatistics (S; 3)

Prerequisites: Ge 110, 120.

Computer Programming Recommended Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non normal populations.

Benno M. Brenninkmeyer, S.J.

Ge 551 Seminar in Geological Statistics (S; 3)

Prerequisites: Ge 550 or equivalent

Selected topics in multivariate statistical analysis applied to the earth sciences. Included will be cluster analysis, factor analysis, time series and spectral analysis.

By arrangement Benno M. Brenninkmeyer, S.J.

Ge 560 Physical Oceanography (F; 3)

Prerequisite: Mt 200-201; Ph 211-212.

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered, with particular emphasis on the Gulf Stream.

Three lectures per week. Edward M. Brooks

Ge 565 Meteorology (F; 3)

Prerequisites: Mt 200-201; Ph 211-212.

The application of physical laws of thermal radiation, statistics, and dynamics of the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale.

Three lectures per week. Edward M. Brooks

Ge 590-591 Global Geology and Plate Tectonics I and II (F, S; 3, 3)

Offered biennially, 1976-1977.

In Part I, the background for and concepts of Plate Tectonics are presented. Regional emphasis is upon North American geology and the implication of the Plate tectonics model to the evolution of this continent. Field trips, readings, and a report.

J. Christopher Hepburn

In Part II, the principal focus will be on the geology of the orogenic belts of the world (outside of North America) and their evolution in terms of Plate Tectonic theory. The evolution of the sea floor will also be emphasized. Field trips, readings, and a report. Ge 590 is not a prerequisite for Ge 591.

James W. Skehan, S.J.

Ge 592 Structure of the Earth's Interior (S; 3)

Prerequisites: Ge 670.

Survey of Earth structure and constitution as determined from geophysical data, inversion of earth models, driving forces within the Earth, dynamics of plate movement. Discussion will include: results of regional and global seismology, heat flow, gravity, and magnetism.

Two lectures per week

Offered Biennially, 1976-1977 Jeffrey D. Johnson

Ge 605 Geotectonics (S; 3)

Prerequisites: Ge 305, 310, or consent of instructor.

A study of diastrophism, tectogenesis, epirogenesis, the evolution of fold mountain belts, and recent theories in geotectonics.

Three lectures per week. J. Christopher Hepburn

Ge 610 Physical Sedimentation (S; 4)

Prerequisites: Ge 130, Mt 100-101; Ph 211.

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations.

Three lectures per week. Dovid C. Roy

Ge 640 Rock Mechanics (S; 3)

Prerequisites: consent of instructor.

The principles of rock deformation will be stressed, with recent studies of rock mechanics problems incorporated in the analysis. The course will include practical applications of rock and soil mechanics for students interested in engineering geology and applied geophysics.

Two lectures per week. E. G. Bombolakis

Ge 641 Seminar on Structural Geology-Rock Mechanics (S; 3)

Prerequisites: Ge 307, or Ge 440, or Ge 640

Topics selected from the current literature will be critically examined and presented in seminar by the instructor and students. The topics will include basic problems of structural geology and rock mechanics important in engineering geology and geophysics, such as earthquake prediction. One meeting per week.

E. G. Bombolakis

Ge 650 Regional Stratigraphy of the Northern Appalachians (F; 3)

This course emphasizes the application of principles of paleontology, stratigraphy and sedimentation to this important mountain system consisting in part of unfossiliferous, metamorphic layered rocks correlated with those bearing fossils. A research project on a region within the Northern Appalachians is required of each student. Offered biennially, 1975-1976.

Dovid C. Roy

Ge 655 Regional Tectonics of the Northern Appalachians (S; 3)

This course emphasizes the application of principles of structural geology, igneous and metamorphic petrology to this multi-deformed mountain system. A research project is required.

James W. Skehan, S.J.

Ge 670 Seismology I (F; 3)

Prerequisites: Ge 391 or consent of instructor.

A basic course in seismology and the utilization of seismic waves. Topics include earthquake effects, world seismicity and plate tectonics, seismic ray theory, seismographs, interpretation of seismograms in terms of phases, epicenter locations, magnitudes, and focal mechanisms, earthquake prediction. Lab work at Weston Observatory.

Two lectures and one laboratory per week. Jeffrey D. Johnson

Ge 671 Seismology II (S; 3)

Prerequisites: Ge 670.

An advanced course in seismology. Elastic wave theory applied to layered media, body and surface wave solutions of wave equation, dispersion analysis, dislocation theory of earthquakes, seismic source parameters, waves in imperfectly elastic media.

Two lectures per week. Jeffrey D. Johnson

Ge 673 Geophysical Instrumentation (F; 3)

Prerequisites: Ge 391 or equivalent.

Various geophysical instrumentation systems used in observation and interpretation of geophysical phenomena are discussed. Experiments with such instrumentation systems will be conducted at Weston Geophysical Observatory.

Two lectures per week. The Department

Ge 674 Geophysical Data Processing (S; 3)

Prerequisite: Ge 391, Computer Programming.

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

Offered Spring 1976. John F. Devone, S.J.

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GERMANIC STUDIES

Ge 675-676 Exploration Geophysics I and II (F, S; 3, 3)

Prerequisites: Ge 130, Mt 200-201, Ph 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoenvironmental work. Field work done in cooperation with Weston Geophysical Research, Inc. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Jeffrey D. Johnson

Ge 680 Gravity (S; 3)

Prerequisites: Ge 391, 510.

Higher order theory of the figure of the Earth; calculation and interpretation of geoidal heights from surface and satellite data; theory and measurement of Earth tides, density distribution and elasticity of Earth's interior from satellite and surface measurements.

Two lectures per week.

John F. Devane, S.J.

Ge 685 Geomagnetism (S; 3)

Prerequisites: Ge 391, 510.

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Two lectures per week.

John F. Devane, S.J.

Offered Spring 1977.

Ge 790 Reading and Research in Environmental Geology (F, S; 3, 3)

A study of some problem or area of knowledge in environmental geology.

The Department

Ge 791 Reading and Research in Environmental Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in environmental geophysics.

The Department

Ge 794 Seminar in Geology (F, S; 1, 1)

The preparation, analysis, and discussion of problems of current interest in geology.

The Department

Ge 795 Seminar in Geophysics (F, S; 1, 1)

The preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

Ge 796 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 797 Reading and Research in Meteorology (F, S; 3, 3)

Ge 798 Reading and Research in Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.

The Department

Ge 799 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member.

The Department

Ge 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

Gm 003-004 Elementary Reading German (F, S; 3, 3)

An introduction to German designed to develop reading and translating skills: recognition of grammatical patterns, passive vocabulary building, and German syntax. This is a course geared to students who wish to achieve a reading proficiency either in the Humanities or the Sciences.

Gert Bruhn

Gm 050-051 Intermediate German (F, S; 3, 3)

Prerequisite: Gm 001-002, or its equivalent.

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

Gm 175-176 Cultural Backgrounds of German Literature (F, S; 3, 3)

The cultural and artistic achievements of German-speaking Europe, from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Conducted in German.

Offered 1977-78

Valda Melngailis

Gm 199 Intensive Reading Course in German (F; 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him with the ability to read general or specialized material in his own as well as related major fields. Note: No previous German is required for this course.

The Department

Gm 201-202 German Composition and Conversation (F, S; 3, 3)

Prerequisite: Gm 050-051, or its equivalent.

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

Gm 210-211 History of German Literature (F, S; 3, 3)

Prerequisite: Gm 050-051 (with an honor grade), or its equivalent.

An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. A required course for German majors.

Voldo Melngailis

Gm 235 Modern German Drama (F; 3)

A critical evaluation of 20th Century Drama from Brecht to contemporary authors such as Max Frisch, Friedrich Dürrenmatt, Rolf Hochhuth, Peter Weiss, Peter Handke, and others.

Christoph Eykman

Gm 242 Germany, East and West: The Contemporary Scene (F; 3)

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics.

Conducted in English

Offered 1977-78

Christoph Eykman

Gm 244 Modern Man: Nietzsche to Marcuse (S; 3)

Analysis and discussion of six German treatises in English translation: Friedrich Nietzsche: *Beyond Good and Evil*, Sigmund Freud: *Outline of Psychoanalysis*, Civilization and its Discontents, Max Scheler: *Man's Place in Nature*, Karl Jaspers: *Philosophy of Existence*, and Herbert Marcuse: *One-dimensional Man*.

Conducted in English

Christoph Eykman

Gm 271 Thomas Mann (S; 3)

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the demonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: Tonia Krüger, *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*.

Gert Bruhn

Gm 277 Hermann Hesse and the Modern Mind (F; 3)

A critical analysis of the major novels of Hesse with a view towards understanding the current popularity of his prose among American

Germanic Studies (Gm)

Gm 001-002 Elementary German (F, S; 3, 3)

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

students and its relevance to the contemporary scene in America. Readings will include *Beneath the Wheel*, *Demion*, *Steppenwolf*, *Siddhartha*, *Norciusus and Coldmund*, and *The Glass Bead Game*. Conducted in English. Cert Bruhn

Gm 279 Brecht and Kafka (S; 3)

Reading and discussion of selected works by two of the most important representatives of 20th century German drama and prose fiction. Special topics: the problem of politics and ideology in literature; Brecht's theory of the "Epic Theater"; parable and paradox; Kafka and *Lebensongst*. Texts to be analyzed will include Brecht's *Saint Joan of the Stockyards*, *Colileo*, *The Couscous Chalk Circle*, *Mother Courage*, and Kafka's *Ameriko*, *The Trial*, *The Metamorphosis*, and *The Penal Colony*. Conducted in English. Offered 1977-78 Ccrt Bruhn

Gm 280-281 Goethe's Faust (F, S; 3, 3)

An interpretation of one of the masterpieces of world literature. The Faust theme in European thought before and after Goethe. The intellectual background of German *Sturm und Drang*, Classicism and Romanticism: Kant, Hegel, Mozart, Beethoven, Schubert and Schumann. Faust seen in the larger context of Goethe's view of life. Conducted in English. Heinz Bluhm

Gm 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairman. By arrangement. The Department

History (Hs)

University Core Courses

Hs 001-002 Cultural and Institutional History of Europe Since the Renaissance - Intensive (F, S; 3, 3)

This course, though intensive and demanding, is designed for any student interested in tracing the evolution of western society to the present day. It presents an interpretation of the broad lines of historical development by focusing primarily on Western Europe. It explains that the expansion of European power and influence which began in the 16th century and continues to this very day altered, for good or ill, the history of the world. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of these factors with the world of ideas and the arts. Special topics will include the rise of absolute states, warfare and diplomacy in the ancien regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism. Thomas W. Perry

John L. Heinemon

Hs 005-006 Social, Economic and Industrial Development of Modern Europe (F, S; 3, 3)

Designed as an intensive introduction for any student interested in the evolution of social forces in the West from 1500 to the present day, this course will examine the major developments, primarily in Western Europe, placing most emphasis upon social and economic changes. It will concentrate on such topics as pre-modern and modern social structures; the impact of demographic changes; the modifications of society introduced by the growth of capitalism; the origins of modern industrial society and the attendant development of the modern state; the growth of cities and social dimensions of modern life. Throughout the year, the course will emphasize the relationship between social changes and intellectual trends and developments. Paul Spagnoli

Peter Weiler

Hs 009-010 Honors Survey of European History from 1300 to 1945 (F, S; 3, 3)

This course will have somewhat more reading and discussion than the regular core course. The first semester, covering the period from 1300 to 1815, concentrates on cultural history (Renaissance), reli-

gious history (Reformation), social and political history (1600-1789) and the French Revolution. The second semester will see an emphasis on the history of ideas (Conservatism, Liberalism, Communism, Fascism and Naziism). Samuel J. Miller

Hs 011-012 Political and Social History of Modern Europe (F, S; 3, 3)

This course will survey the major developments in Europe from the Renaissance. Emphasis will be placed upon social and political developments, particularly as seen through the Renaissance, Reformation, overseas expansion, and the formation of modern states. The second semester will concentrate on political and intellectual developments from the French Revolution, through the national experiences of the 19th century, to the rise of the Soviet Union and modern imperialism. Rev. John Willis, S.J.

Roymond McNolly

Hs 015-016 Cultural History of Modern Europe (F, S; 3, 3)

This course seeks to examine the interaction of the men, ideas, movements, and institutions which shaped the European experience from the Renaissance to World War II. During the first semester, man's changing concept of himself and his world will be treated with special emphasis on the Renaissance and Reformation, the discoveries of explorers and scientists, and the Enlightenment. The integrating theme for the second semester will be the conflicting demands of individual liberty and social need in the period since the French Revolution with particular reference to industrialization, the European state system, imperialism, World War I, and the rise of dictatorships culminating in World War II.

Rev. Francis Murphy

Poul Breines

Hs 019-020 Political and Intellectual History of Modern Europe (F, S; 3, 3)

This course presents an interpretation of Western Society from the Renaissance to the present day. Particular emphasis will be placed on the political, intellectual, and economic transformation of Modern Europe. Topics will include the transition from an agrarian to an industrial economic and social system, the emergence of centralized nation-states, the challenges to religious and political orthodoxy; the heritage of wars and revolutions, the intellectual adjustments of Western man to a changing material and social environment. The second semester will particularly stress the search for a new authority, as found in the ideologies of conservatism, liberalism, socialism, nationalism, imperialism, and the various manifestations of totalitarianism (communism and fascism). The course will conclude with discussions of the two major wars and the development of the Cold War. To Be Announced

Marjorie M. Forrar

Hs 027-028 Political and Cultural History of Modern Europe (F, S; 3, 3)

A survey of the major political, diplomatic and cultural developments of modern European history since 1500. The first semester will cover events through the French Revolution, and the second semester will discuss issues through the Cold War. Alan Reinerman

Hs 031-032 Europe from Below (F, S; 3, 3)

A survey of major changes in the economic systems, social relations, political movements and cultural patterns of Europe during the past six centuries, with particular emphasis upon the problems, interests, outlooks and behavior of the lower classes. Among topics receiving special attention will be: the evolution of capitalism, the impact of industrialization, the changing character of family life, the role of women in European society, the persecution of religious and ethnic minorities, the institutionalization of poor relief systems, poverty and crime in town and countryside, popular revolts and revolutions, the emergence of mass political parties, the formation of popular culture. L. Scott Von Dorn

Robert Manning

Hs 035-036 Europe and Its Revolutions (F, S; 3, 3)

A survey of European history since 1500 with particular emphasis upon the upheavals which have drastically altered its evolution. The first semester will concentrate on the social transformations wrought by new agricultural methods, by the emergence of capitalism, of urban centers, of authoritarian state structures and the

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HISTORY

accompanying political crises. The second semester will examine the major political, social, industrial, and economic conflicts of the 19th century, and the drastic changes produced by revolutionary forces in the 20th century.
To Be Announced

Hs 055-056 The Formation of Modern Society: Europe and America (F, S; 3, 3)

A comparative investigation of the political and social transformation of Western Europe, North America and South America since 1500. Topics to be covered include the structure of "traditional" European and pre-colonial Amerindian societies, the impact of European expansion on the Americas, pre-industrial modernization in the 17th century and political revolution in the 18th century. During the second semester, the course will focus on the industrial revolution, the colonial heritage of North and South America, alternatives and resistance to liberal democracy, and the 20th century confrontation between "forces of order" and "forces of change."

*Peter de Gormo
J. Alan Rogers*

Hs 059-060 Modern Europe and the Near East (F, S; 3, 3)

The emphasis of this course will be on European history since 1500 especially in relation to problems of the Near East. The first semester will examine various topics in Byzantine and Turkish history, especially as they influence the major economic, social and political movements of Western Europe. The second semester will emphasize the development of international relations in Europe from the time of the French Revolution and will give special attention to the Near East, from the origins of the "Eastern Question" through the Suez crisis of 1956. Other major topics will include such themes as liberalism, imperialism, making of war and peace.

*John Rosser
D. Edward Knox*

Hs 063-064 Europe Since 1500 The French Experience (F, S; 3, 3)

This survey course of European history will stress the unique role of France in the creation of modern western civilization. The approach will be semibiographic and the focus will be Europe through the eyes of great Frenchmen and the impact of France upon the world, through manners, dress, philosophy, art, and haute cuisine. Though particularly useful for French majors, the course is directed to all those who are interested in French culture and life. Students selecting this course should realize, however, that they should be sufficiently prepared with some background in European history.

Radu Florescu

Hs 067-068 Europe and Africa since 1500 (F, S; 3, 3)

This course seeks to do three things: trace the main trends of European history, compare selected trends in Europe and Africa, examine the development of enduring cultural, political, and economic ties between Europeans and Africans. The first semester gives special attention to the slave trade. In the second semester emphasis is given the development and dismantlement of the colonial system.

Dovid Northrup

Hs 081-082 Europe Since 1500 (F, S; 3, 3)

These sections of the European survey meet in smaller groups (30-35) three times a week. In general, they are surveys of European history since the Renaissance, emphasizing developments in Europe's cultural and intellectual life. All center on inquiries into the social and political basis of the modern state. During the first semester, special topics will include the Renaissance, the origin of the modern state, the revolution in science, the art and literature of the Baroque and the Enlightenment. The second semester begins with the French Revolution and includes such topics in 19th and 20th century history as liberalism, socialism, romanticism, and modern social and political developments.

To Be Announced

Hs 083 Europe from 1789 to the Present (F; 3)

This one semester course is equivalent to the second semester of Europe Since 1500 but will be offered in the fall instead of the spring for those students who may already have fulfilled the first semester of the core requirement in history or who may have transferred into Boston College with previous history credits. The course will begin with the French Revolution of 1789 and then pay specific attention to the political, social, and diplomatic developments of modern Europe. Major topics will include liberalism, imperialism, the making of war and peace, and the origins of the Cold War.

To Be Announced

Hs 084 Europe from 1500 to 1789 (S; 3)

This one semester course is the equivalent to the first semester of Europe Since 1500 and will be offered in the spring instead of the fall for those students who, because of scheduling difficulties or transfer, may wish to begin the first half of the core requirement in history in mid-year. Special attention in the course will be given to the social and economic changes caused by European transition from an agrarian to a capitalistic system. Themes will include "state building," that is the emergence of nation states and the creation of centralized governments, the challenges to political and religious orthodoxy, and man's changing concept of his material and social environment.

To Be Announced

Hs 091-092 Western Civilization (F, S; 3, 3)

This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. The particular emphasis in these courses will be on the evolution of modern political thought, especially as manifested in the rise of the nation-states of Europe. Students who begin this sequence may not transfer into any other course for the second semester; similarly, students who have begun their core in one of the Europe since 1500 courses may not transfer into Western Civilization during the second semester.

Joseph Glavin, S.J.

Hs 093-094 Europe 800-1789 (F, S; 3, 3)

This core course covers a millennium in which many leading features of European society emerge. The first semester concerns the period from 800 to 1300 and will begin with a discussion of Charlemagne's Empire and recognizable European patterns in Carolingian times. It includes thereafter the destructive effects of 9th century invasions; the emergence of feudal institutions; the economic, political and religious recovery; the 12th century revival of law and rediscovery of the state. The second semester extends from the Renaissance to the French Revolution. After a brief consideration of some Renaissance developments, considerable time and attention will be paid to the Reformation, which will be treated as a theological phenomenon. The remainder of the second semester covers the period from the closure of the Council of Trent to the beginning of the French Revolution. The material will be treated as political history around two topics: the foundations of Absolutism and its institutions, and Absolutism in the 18th century and how it differed from and was similar to the 17th century variety.

*William Daly
Samuel Miller*

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001-002 through Hs 098-099). Most of the following electives though taught as year courses may be taken for one semester only. Students should consult the department or the individual professor for advice.

Hs 105 The American Revolution: A Bicentennial View (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

During the 18th century Americans assimilated a radical political ideology that was used to rationalize resistance to British imperial authority and, ultimately, revolution. With independence, Americans confronted the challenge of creating and establishing a new nation. The objective of this course is to understand how and why Americans turned the "world upside down" and to examine the origins of American republicanism.

J. Alon Rogers

Hs 111-112 History of Ireland (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Irish civilization from the pre-Christian Gaelic period to the present.

Martin Harney, S.J.

Hs 113 The Age of Elizabeth (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course would discuss the main political, religious, intellectual and social concerns of the age and show how these issues were reflected in the literature and the personalities who created it. It will also discuss how different disciplines look at the same subject, e.g. an historian's perception of Shakespeare's history, a literary figure's reaction to the reformation. Its treatment will be topical

rather than chronological. Hopefully, the student will attain a greater understanding of the main characteristics of the age and an appreciation of how its major literary figures both reflected and influenced it. *Morie McHugh*

Hs 114 England From the First to the Second Elizabeth (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of four centuries of English history and civilization, with emphasis not on detailed narrative, but on broad themes such as the evolution of parliamentary democracy, the rise and decline of the British Empire, and the economic and social transformation of English society. Designed for students in such fields as English literature or political science who want more background knowledge of English history. Not open to history majors.

Thomos W. Perry

Hs 120 Film and History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the relation of film to historical understanding. In addition to surveying the history of film, the course will concentrate on an examination of the major cultural uses of film during the past half century. Sample topics include: The Film as Intellectual and Social History – German film in the 1920's; The Film as an Instrument of Social Control – Russian Film in the 1930's; The Film as Myth – The American West; The Film as Document – Paris, 1968!

Peter Weiler

Hs 121-122 American Heritage (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events in American history from the founding of the New World to the present. The first semester will focus on the colonial period, the American Revolution, the National Period, the Age of Jackson and the Civil War and Reconstruction. In the second semester, particular attention will be paid to the growth of industrial America and its consequences, the role of the black man, the origins and consequences of two world wars, and the complex developments since 1945. Both semesters will rely upon extensive readings and stress political, social, and diplomatic events.

This course is for non-history majors. History majors should enroll in the equivalent course Hs 181-182.

Thomos H. O'Connor

Andrew Buni

Hs 130 History of Boston (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Boston from the 1820's to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

Allen M. Wokstein

Hs 136 Myth and Superstition (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study the impact of non-rational beliefs upon men and events of each period and examine their causes down to the present. Stress will be placed upon the lives and role of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will also be included.

Rodu R. Florescu

Hs 141 World War I in Retrospect (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the most recent scholarship on the causes of the war, and will explore in depth the profound social, economic, intellectual, military and political changes which the war brought about. The theme of the course will be that this war marked the turning point of the modern world. Heavy emphasis will be placed upon the changing perception of the war, especially as illustrated through art, literature, music and film.

Although the course is a self-contained unit, interested students are encouraged to follow it with Hs 144, Democracy Between the Wars.

John L. Heinemon

Hs 144 Democracy Between the Wars (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The hope that democracy would bring stability, progress and peace to Europe in the wake of World War I soon proved false. This course seeks to examine the problems faced by the democracies in the interwar period and the reasons why by 1940 democratic government survived principally in England, while authoritarian regimes dominated the continent. Although this course is a self-contained unit, interested students are encouraged to prepare for it with Hs 141, World War I in Retrospect.

Francis Murphy

Hs 145 Dracula to Stalin (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data.

Roymond T. McNolly

Hs 149 Arab-Israeli Confrontation (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Four wars since the creation of the state of Israel in 1948, general instability in the Middle East, and the interests of the great powers have combined to make the Arab-Israeli conflict one of the most dangerous and intractable in the world. What kind of a conflict is it, how did the problem originate, how do the combatants perceive each other, what are their goals, rights, and hopes, and what are the viable solutions? These are a sampling of the questions this course will be dealing with through lectures, discussions, films, and slides.

D. Edward Knox

Electives for Non-Majors and Majors

Hs 153 History of China (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern China.

Silos Wu

Hs 154 History of Japan (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern Japan.

Silos Wu

Hs 155-156 New Aspects of the Homeric Epics (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The *Iliad* and *Odyssey* will be read in translation; Greek is not required.

The oral method of composition (Homer's) will be studied, and factors determining plot, character, and authorship, together with the historical and archaeological background. The objective will be a lively and many-sided understanding of Homer's literary art and knowledge. Unpublished materials are available, some for the first time in any course, drawn from modern study of living epics, from excavations, from war-time commando and intelligence operations, and from new studies in the literature of heroes.

The two halves should be taken together. The work will not duplicate that in any other course and it will not be given again.

Sterling Dow

Hs 165-166 Medieval European History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

William M. Doly

Hs 181-182 American Civilization (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded.

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Consideration will be given to continuity, change, and conflict in American Society. This course is primarily for majors, and although non-majors are admitted their attention is directed to Hs 121-122 (American Heritage).

Andrew Buni
Joseph T. Criscenti
Mork I. Gelfond
Fronk Groff
Thomas J. Grey, S.J.
Allen M. Wokstein

Hs 205-06 History of Africa (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the development of political, economic and cultural institutions in sub-Saharan Africa. The first semester begins with the peopling of Africa and concludes with an examination of the Atlantic slave trade. The second semester examines the resistance and adaptation of Africans to European colonialism and the re-emergence of independent African states.

Dovid Northrup

Hs 207-208 Mid-East (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the emergence of the modern Middle East (including the Arab states, Turkey, and Iran) and its importance to the rest of the world, beginning with the Islamic conquest, continuing through the period of the Ottoman Empire, and emphasizing the long-standing struggle for supremacy of the area in the 19th and 20th centuries, from the classical Eastern Question to the current tensions over control of the Mediterranean and the Persian Gulf. Problems in the establishment and evolution of Israel will be emphasized second semester.

D. Edword Knox

Hs 209 Atlantic Slave Trade (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

From the sixteenth to the mid-nineteenth centuries the slave trade in the Atlantic Ocean linked expanded European Capitalism, the demand for plantation labor in the Americas, and the demand for foreign goods in Africa. The origins, development, suppression, and results of this nefarious trade are examined in this course. While slavery in the Americas is discussed, the primary emphasis is on African and European involvement. In addition, the course would illuminate the connections among the four continents of the Atlantic Ocean during a period crucial in the development of all of them. Its focus will be on economic, demographic, and intellectual history.

Dovid Northrup

Hs 228 European Society in the Age of Revolution

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will trace the social and economic history of Western Europe during the period from the middle of the eighteenth century to the middle of the nineteenth century. It will focus on the origins and social impact of the Industrial Revolution, the French Revolution, and the wave of revolutionary social unrest which culminated in 1848. This course is only open to undergraduates.

To be offered 1977-78

Hs 229 Europe: The Age of Progress and World Domination, 1815-1890

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will survey Europe during the age when it attained an unparalleled role as the leader of world civilization in virtually every field: politically, through the development of liberalism and democracy; economically, through the Industrial Revolution and the prosperity and predominance in world trade which it produced; socially, through the replacement of the traditional aristocratic order by modern bourgeois society and the rise of the proletariat; diplomatically, through the creation of a stable international order that apparently ensured lasting peace; and finally, through economic and colonial imperialism, the attainment of an unprecedented world domination. By means of lectures, readings, and discussions, the causes, development, and effects of this achievement will be studied, as will the hidden factors which had already begun to undermine it by 1890.

To be offered 1977-78

Hs 230 Europe in the Beautiful Years: 1890-1914

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course continues the survey of Europe during the golden years at the turn of the century. It will explore the social, cultural, and

political society which flourished and which was even then showing signs of disintegration.

To be offered 1977-78

Hs 231-232 Europe in the 20th Century (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major political, economic, cultural, and social development of Europe in the 20th Century.

Peter deGormo

Hs 234 Peacemaking: From Machievelli to Kissinger (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study important attempts at peacemaking since the end of the Italian wars in an effort to understand the various elements involved in international settlements and their resultant success or failure. Among topics to be considered are those assumptions of society which influence the waging of war, and as a result, the negotiations for peace; traditional methods of attaining peace, e.g., partition, balance of power; the influence of national interest and personalities on peacemaking; and the effectiveness of alliances in peacemaking. Among the settlements that will be studied are Cateau-Cambresis, Westphalia, some of the Napoleonic peaces, Vienna, the peaces of 1867 and 1870, Versailles, the 1945 attempts and one of the post World War II settlements.

Morie McHugh

Hs 241-242 European Working Class and Socialism

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the origins, development, and problems of working class movements and socialist ideas in Europe from (approximately) 1800 to the post-World War II years. We shall integrate intellectual and social history by focusing on the interplay between socialist ideas and the working class experiences and movements to which those ideas referred. We shall, in addition, investigate relations between socialism and the working class on the one hand, and, on the other, such broader European developments as nationalism, imperialism, Christian social thought and movements, anti-Semitism and totalitarianism. The course will cover two semesters with 1914-1918 being the dividing point between them.

Peter Weiler

Poul Breines

Hs 247 The American Civil War (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

Thomos H. O'Connor

Hs 249 Presidency at the Bicentennial (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An examination of the accretion of executive power since 1945. Among the topics to be studied are foreign policy making, control of the economy, executive privilege, impeachment and the role of the media. A written assignment based upon contemporary news accounts will be required.

Mork Gelfand

Hs 251-252 Twentieth Century America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An in-depth study of the major political, economic, and social developments which characterized the history of the United States from the opening of the twentieth century to the present time.

Thomos J. Grey, S.J.

Hs 257 Religion in America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A., Judaism and Eastern Orthodoxy. Outside speakers are invited to discuss their specialties (e.g. Mormons, Christian Scientists, Adventists, Jehovah's Witnesses, Pentecostals).

John Willis, S.J.

Hs 269-270 European Christian Thought (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A two semester survey of the development of Christian Thought, with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, the Niebuhrs, C. S. Lewis.

John Willis, S.J.

Hs 281-282 Undergraduate Colloquia (F, S; 3, 3)

Prerequisites: Permission of Professor and Chairman.

Topics will be arranged each year following desires of students and availability of faculty. List of faculty members available for such courses can be obtained from the department each semester.

The Department

Hs 297 Women and the Russian Revolution (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the history of women in Russia from the ancient warrior maidens to the present day, concentrating heavily on the revolutionary movement and the Soviet period. An attempt will be made to assess the impact of social-economic structures, folkloric traditions, political ideology, religion, family organization, peasant value-systems, and literary trends on the evolving position of women.

No prior knowledge of Russian history or culture is assumed.

Roberto Monning

Hs 299 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairman.

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairman. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

The Department

Advanced Electives**Hs 301 Modern China: The Ch'ing Dynasty (F; 3)**

Prerequisites: Any two semesters of Hs 001 through Hs 098.

China's social, political, and economic institutions and Western impact during the Ch'ing period (1644-1911).

Silos Wu

Hs 302 Twentieth Century China (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Political, social and intellectual development from 1911 to the present.

Silos Wu

Hs 321 Introductory Field Archaeology (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course is designed as a basic introduction to archaeology, with an emphasis upon actual field excavation. The class will spend its Sunday afternoons excavating with the Massachusetts Archaeological Society, in addition to the required readings and lectures. Students from throughout the college are welcome. The only archaeological prerequisite is a serious interest—for this is a demanding (but hopefully rewarding) course.

John H. Rosser

Hs 351-352 Medieval English Constitutional History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The emergence and growth of the English polity—its tradition, institutions, and values—from early Anglo-Saxon times to 1485. England's uniquely vigorous combination of increasingly participative institutions within a highly effective central government will be examined with particular attention to relationships to both Continental history and English economic, religious, and cultural history.

William Doly

Hs 362 Medieval Slavic History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will trace the history of the Slavic peoples in the Middle Ages, down to the fall of Kiev to the Mongols in 1240. The impact of Byzantium upon the Slavs will be emphasized. The course will focus upon certain problems, among them the origins of the Slavs, the extent of the Slavic incursions into Greece, the conversion of the Slavs to Christianity, and the origins of the Kievan State and the reign of Ivan the Terrible. Attention will also be given to the artistic monuments of this period, in particular the frescoed churches of Kiev and the Balkan Peninsula.

John H. Rosser

Hs 371-372 Medieval Church History

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The first semester will concentrate on the conversion of Europe (particularly Western Europe) from paganism to Christianity (200-800 A.D.) and will attempt to discover to what type of Christianity Europe was converted and how deep was the conversion. The

emphasis will be on widespread conversion, not on the few outstanding personalities or on philosophical ideas. The second semester, covering from about 800 to 1300, will be concerned with the Gregorian reform of the Church, the Crusades, the development of the papal monarchy, that of the monastic and religious orders, including the friars, changes in lay attitudes to religion, the growth of medieval heresy and attempts to combat it.

Not offered 1976-77

Hs 395 Population and Modernization

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A course in both social history and population studies which will analyze the process of modernization in the Western world from a demographic perspective. It will sketch the demographic patterns which prevailed in the pre-industrial West and analyze the ways in which they influenced and were influenced by modernization, industrialization, and urbanization. There will be efforts to assess the relevance of Western history for the population problems of today's world.

To be offered 1977-78

Hs 400 The Age of Renaissance (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will undertake to describe the major cultural, religious, political, social, and economic changes in European civilization that have come to be associated with the "Renaissance" period. Although most attention will be given to developments in Italy from the mid-fourteenth through the mid-sixteenth centuries, the influence of the Italian Renaissance on northern Europe will be examined as well.

L. Scott Von Doren

Hs 401 The Reformation

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Religious reform or Revolution in the 16th Century? Luther, Calvin and Trent.

To be offered 1977-78

Hs 404 City in History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of urbanization in Europe from the revival of towns during the Middle Ages to the initial impact on urban systems of the Industrial Revolution. Particular emphasis will be placed upon the specialized functions of cities, patterns of urban social structure, types of urban government, the relationship between urbanization and capitalism, the role of cities in the emergence of the state systems of the West, and the character of urban culture in the early modern period of Western Civilization.

L. Scott Von Doren

Hs 407 Europe in the 18th Century (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment.

Somuel Miller

Hs 421-22 Modern England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, and intellectual developments.

Thomas Perry

Hs 425 Twentieth Century Britain

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

To be offered 1977-78

Hs 431-432 France 1789 to the Present

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This two semester survey will cover the political, economic, and social history of France from the French Revolution of 1789, through the Revolutionary tradition of the 19th Century and into the instability of the 20th Century. The first semester will end with a discussion of Napoleon III and the collapse of the 2nd Empire;

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the second semester will concentrate on the major crises that plagued subsequent regimes.

To be offered 1977-78

Hs 433 Contemporary French Civilization (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the major problems of 20th century France (from the Dreyfus Affair to DeGaulle). Early weeks will be spent on 20th century French history (treated chronologically, but in a problems-oriented manner) in an attempt to define the major issues and their significance. Then the subject will be treated in a more interdisciplinary manner. The course will attempt to define the elements which make up the French national character, to analyze France's political and economic structure (strengths and weaknesses), social structure, cultural and intellectual trends and developments. France will be treated as a case study for an interdisciplinary approach. Reading will include a history text, political, sociological and economic studies, biographies and novels. Students will be expected to read the equivalent of a book a week, and to write several interpretive essays (approximately four typed pages) on assigned topics. Class discussions will center on the assigned topics.

Morjorie Forror

Hs 436 The Austrian Empire and Its Successor States 1806-1939

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the Austrian Empire from its formal establishment in 1806 to its downfall in 1918, and the subsequent history of its successor states (Austria, Hungary, Czechoslovakia, and Yugoslavia) and their problems down to the outbreak of World War II. Particular stress will be placed upon the importance of the Empire in the development of central Europe, upon its minority problem and the efforts to resolve it, upon the reasons for its final collapse, and upon the results of its disappearance for the later development of Europe.

To be offered 1977-78

Hs 438 Central Europe in the Age of Nationalism, 1848-1871 (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will approach Central Europe as a natural geographical, political, and cultural unit, as it was at that time, rather than the series of national histories which it has since become. It will focus on the crucial period in Central European History when the old unities of the area were breaking down in the face of the rise of nationalism, which led to the unification of Germany and Italy and the disintegration of the Austrian Empire. The economic, social, and intellectual factors which underlay the political evolution of the age will be investigated, and the importance of this period both for Central Europe and for Europe in general will be brought out.

Alon Reinerman

Hs 441-442 Rise of Modern Germany 1815-Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A two-semester survey of the political, cultural, economic and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship.

John L. Heinemon

Hs 447 History of Modern Italy 1870 to Present (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course studies the cultural, social, intellectual, and political development which shaped the international state from the monarchy through Mussolini's Fascism to the modern republic.

Alon Reinerman

Hs 451 History of the Balkans Since 1453 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest.

Rodu Florescu

Hs 453 Russian History up to the Revolution (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Roymond T. McNolly

Hs 454 The Russian Revolution and the New Regime (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The class struggle and social-political evolution of the USSR from the Revolution to the present day. Special attention will be paid to the revolutionary movement impact of industrialization and urbanization, the creation of a mass culture, the history of economic planning, changing patterns of child rearing, and the position of women.

Robert Monning

Hs 458 Russian Intellectual History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Students interested in a general course in modern Russian history should consider Hs 453-454.

An analysis of the major ideas of the Russian intelligentsia from the late 18th Century to the middle of the 20th Century, or in other words from Radishchev to Solzhenitsyn. An attempt will be made to inter-relate these ideas with concrete social issues of the times.

Roymond T. McNolly

Hs 465-466 Modern European Diplomatic History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This two semester course examines the international relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of detente in the Cold War. Special emphasis is given to the development of international law through treaties.

Leonard Mohoney, S.J.

Hs 469-470 Intellectual History of Modern Europe (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This two semester course examines the philosophical, intellectual, social and cultural ideas of nineteenth and twentieth century Europe. The first semester will trace the social and institutional impact of these ideas through the end of the nineteenth century. The second semester will emphasize the philosophical and social ideas of a Europe plagued by war and despair. In both semesters the readings and discussions will cover a large number of works, including representative novels, plays and scholarly monographs.

Paul Breines

Hs 471-472 Industrialization and Urbanization of Europe (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A social and economic history of Europe since 1750, stressing the transformation of Western Europe from a predominantly rural, agrarian society to a predominantly urban, industrial society. Topics covered during the fall term will include the Industrial Revolution, the social history and impact of the French Revolution, the triumph of the middle class, and nineteenth-century urban growth. Topics for the spring will include the "second industrial revolution", the rise of the working class, threats to middle class hegemony, and the Depression.

Poul Spognoli

Hs 482 Nationalism in Western Europe 1870-1914 (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of national sentiments and nationalism at the end of the 19th century. Particular attention will be placed on the crucial irredentist problem (Alsace-Lorraine), the Catalan problem, (Schleswig-Holstein, Transylvania, Bessarabia, etc.) and their role in intensifying national tensions on the eve of World War I.

Rodu Florescu

Hs 505 Westward Movement (to 1845) (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The conquest of the American land mass and the influence of geography on the development of American society.

Joseph T. Criscenti

Hs 507 The Age of Jackson (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast. This course is open only to undergraduates.

To be offered 1977-78

Hs 541-542 American Social and Cultural History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The development of society in America from the Indian cultures encountered by the first Europeans up to 1860, and from 1860 into the twentieth century. The major topics are immigration; economic change and the development of American technology; the interaction of ethnic groups; religious diversity; social problems and reform movements; women, youth, and the family; and popular culture, including entertainment and the arts. *Janet W. James*

Hs 546 American Ideas and Institutions (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities. *R. Alan Lawson*

Hs 551-552 History of American Foreign Policy 1776 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will cover the history and development of the major forces, personalities and events which shaped the evolution of American foreign policy. In the first semester special consideration will be given to an interpretation and analysis of events before 1914. The second semester will examine modern American diplomacy, the entanglement in world wars, and the attitudes, preconceptions, and prejudices which have led to the American foreign policy of the 1970's. *Fronk Groff*

Hs 557 The Immigrant in American History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course deals with immigration from colonial time through exclusion in 1924. Special emphasis will be placed upon Anglo-Saxon Teutonic Migration (1609-1848), Irish immigration. "the new Eastern European migration", the melting pot, nativism, and exclusion. *Andrew Buni*

Hs 563-564 A History of Race in America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An exploration into the several concepts of race as an element in American civilization from the colonial period to the present. Topics include Anglo-Saxon superiority, the "white over black" concept, the Indian, ethnic minorities, and anti-immigration, Imperialism and Manifest Destiny, Social Darwinism, fundamentalism, the Yellow Peril and Anti-Semitism. Examination of contemporary literature as well as scholarly works in history, anthropology and political science. *Andrew Buni*

Hs 565 The Urbanization of America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course is concerned with the concepts of urbanization, the growth of community consciousness, and the basis and process of urban growth and development. Among the topics considered are the origins of cities, urban rivalries, growth of community services, social mobility, metropolitanization, and the social, political, and economic impact of urbanization. *Allen M. Wakstein*

Hs 576 The History of Women in the United States (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of women's roles in the home and in the world outside the home from the colonial period to the present, including their contributions to the economy, to religious and intellectual life, and to politics and reform. Changing popular attitudes toward women and the development of feminist thought will also be considered. *Janet W. James*

Hs 591 Colonial Period in Latin America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some reading will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly monographs. A knowledge of Spanish or Portuguese is desirable, but not required. *Joseph Criscenti*

Hs 594 History of Argentina (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Lectures and readings will dwell on significant political, economic, and social problems that have influenced Argentine developments from discovery to the present. No knowledge of Spanish is required. *Joseph T. Criscenti*

Hs 604 Massachusetts: Colony to Commonwealth (S; 3)

Prerequisites: This class will be limited in size and is open only to history majors who have had an upper-division course on the American Revolution.

This course will make it possible for students to make an in-depth investigation of one of the most important colonies/states in America. There is an abundance of secondary literature in Bapst and in nearby libraries. The American Revolution and the establishment of a new state government in Massachusetts will be the focus of this colloquium. Students will participate in discussions based on considerable reading and write several papers. *J. Alon Rogers*

Hs 634 Colloquium on Totalitarianism: Theory, Fact and Fiction (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will seek to define the key 20th century problem of Totalitarianism. The colloquium discussions will examine several major theoretical works, and then focus on two specific examples of Totalitarian rule, Communist Russia and Nazi Germany. Finally, there will be an investigation of some of the fictional views of Totalitarianism. By combining the materials of political science, history and literature, a more comprehensive understanding of this complex phenomenon is possible.

The course will be run as a colloquium, requiring active student class participation and considerable reading and writing work. *Marjorie Farror*

Hs 661 Reform in the 20th Century (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This colloquium will undertake an historiographical survey of the major reform movements since the 1890's. *Mark Gelfand*

Hs 666 Colloquium on Film in American Culture (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This colloquium will examine the place and impact of film in the development of American consciousness. *To Be Announced*

Hs 671 Colloquium on Intellectual Exchanges

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will explore the degree to which main currents of thought in Europe and the United States merged by the mid-twentieth century into an Atlantic culture. The reading will explore leading themes in philosophy, literature, and social criticism, including such major figures as Sigmund Freud, Max Weber, Ortega y Gasset, Henry Miller, George Santayana, and Lewis Mumford. In addition special attention will be paid to the large-scale cultural migrations that occurred during periods of crisis.

To be offered 1977-78.

Hs 691-692 Honors Project (F, S; 3, 3)

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairman no later than May 1st. All proposals for honors projects must be approved by the departmental honors committee. *The Department*

Hs 694 Honors Thesis (S, 3)

Students who have the approval of the department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691-692). *The Department*

Hs 695-696 Scholar of the College Project (F, S; 6, 3)

Proposals for possible designation as scholar's projects should be submitted to the Chairman early in the spring. Details of dates and required materials are available either from the chairman's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairman and the departmental honors committee. *The Department*

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MANAGEMENT: ACCOUNTING

Hs 698 Scholar of the College Thesis (S, 3)

Students who are enrolled in an approved Scholar of the College Project (Hs 695-96) will carry this course as the credit vehicle for the final thesis submitted to the department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Hs 799 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairman.

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairman. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

The Graduate Faculty

Hs 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member.

Hs 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is available from the professor. All graduate students are urged to take at least one colloquium each semester.

Hs 811 Colloquium on Modern Chinese History (F; 3)

Readings and discussion of major issues in Modern Chinese history.

Silos Wu

Hs 835 Colloquium in 20th Century Europe (F; 3)

(20th century France)

M. Farrar

Hs 838 Colloquium in 19th century Europe (S; 3)

(Social-Economic history)

P. Spagnoli

Hs 845 Colloquium on Russia in the 1920's (F; 3)

R. Manning

Hs 865 Colloquium on Early National Period (F; 3)

(US)

A. Rogers

J. James

Hs 872 Colloquium on US Since Reconstruction (S; 3)

A. Wakstein

Hs 881 Colloquium on American Foreign Policy (F; 3)

F. Groff

Hs 897 Colloquium on Core Teaching (F; 3)

L. S. Van Doren

Hs 898 Colloquium on Core Teaching (S; 3)

To Be Announced

Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

Hs 924 Seminar on Byzantine History (S; 3)

J. Rosser

Hs 951 Seminar on Diplomatic History in Age of Metternich (F; 3)

A. Reinerman

Hs 954 Seminar in 20th Century Europe (S; 3)

P. deGormo

Hs 961 Seminar on American Urban History (F; 3)

A. Wokstein

Hs 972 Seminar in 20th Century Reform (S; 3)

M. Gelfand

Hs 974 Seminar in American Intellectual History (S; 3)

A. Lawson

Hs 990 Seminar in American Studies (S; 3)

A. Lawson

Hs 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Management: Accounting (Ma)

Ma 021 Financial Accounting Information Systems (F, S; 3, 3)

This course deals with the formal financial accounting information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting procedures are studied from the standpoint of providing the important tools for subsequent analysis of the financial statements.

The Department

Ma 022 Managerial Accounting (F, S; 3)

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process. Computer applications are integrated with the broad objectives relative to planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, budgeting, standard cost analysis, and capital expenditure planning and control.

The Department

Ma 251 Intermediate Accounting I (F; 3)

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Assets items of the balance sheet are treated comprehensively.

The Department

Ma 252 Intermediate Accounting II (S; 3)

During the second semester liabilities, reserves, funds and stockholders equity items are thoroughly treated. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed.

The Department

Ma 355 Cost Accounting (F, S; 3)

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning.

Stanley Dmohowski

Ma 361 Advanced Accounting (F; 3)

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities and hospitals are covered.

The Department

Ma 362 Advanced Accounting Problems (S; 3)

The purpose of this course is to develop in the student the ability to solve a variety of complex problems in order to prepare him for either public professional examinations or executive accounting work in private business. This is attained through a study of typical cases and exercises of the American Institute of Certified Public Accountants. Cases in controllerships providing training in the collection, analysis and presentation of information for modern business management are thoroughly discussed.

The Department

Ma 363 Tax Accounting (F, S; 3)

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering

concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.
Arthur L. Glynn

Ma 364 Auditing (F, S; 3)

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on his assignments.

The Department

Ma 399 Research Seminar (F, S; 3)

Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

Ma 601 Cost and Profit Analysis (S; 3)

This course will begin with a review of the accounting flow in the manufacturing firm with emphasis on preparation and analysis of variances. Budgeting will be studied in detail. The emphasis here will be on preparation of those schedules and financial statements used by management. In the study of decentralization and measurement of performance the emphasis will be on the preparation of meaningful statements that aid management in its evaluation of segments of the firm. Inventory models and inventory control will be studied. Quantitative techniques and methods used in conjunction with accounting data will be explored.

Ronald B. Powliczek

Ma 602 Contemporary Accounting Problems (S; 3)

The course focuses on the basic accounting concepts underlying corporate financial reporting, relating them to the major problems of contemporary financial accounting. Bulletins of the American Institute of Certified Public Accountants along with the applicable statements of the Securities and Exchange Commission and the Committees of the American Accounting Association are studied. A prerequisite of six hours of accounting is required for admission into this course. Offered alternate years.

Not offered 1976-77

Stanley Dmohowski

Ma 603 Financial Accounting: Theory and Practice I (F; 3)

This course will review the principles prevailing in the practice of contemporary accounting and the art of applying these principles, with particular emphasis on areas assuming high current significance. The major objective of the course will be to provide the student with a full understanding of the nature of accounting statements, and to develop in the student an appreciation of the problems involved with recording complex transactions arising in an economic environment.

Louis S. Corsini

Ma 604 Financial Accounting: Theory and Practice II (S; 3)

This course is a continuation of Ma 603. It will critically scrutinize the logical propriety underlying generally accepted accounting principles and alternative principles, theories and concepts which are presently unacceptable. It is expected that an eclectic approach such as this will form a general frame of reference which the student can draw upon to evaluate the multitude of divergent points of view presently in existence.

Louis S. Corsini

Management: Organization Studies (Mb)

Mb 021 Introduction to Behavior in Organizations (F, S; 3)

Organizations do not behave—people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing his ability to explain and influence such events. The course deals with a body of concepts which are applicable

to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he currently belongs and with which he will become involved in his later career.

Selected in-class situational exercises, cases, readings and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

Mb 106 Interpersonal Communication (F, S; 3)

This course focuses upon two-person relationships in organizations, wherein the outcomes range from communication breakdown and task ineffectiveness to useful, reality-based solutions to problems. The point of view of the course is that these outcomes do not "just happen", but rather that the events that produce them can be observed and understood. The materials and activities of the course can help the student increase his understanding of organizational behavior, but also provide him with opportunities to look in new ways at his current behavior, and the behavior of other people toward him, across his total life space. Class sections consist of lecturettes, case discussions and situational exercises. The latter are aimed at enabling the student to practice new behavior in a setting where risks are minimized. Readings and other conceptual inputs are drawn from the fields of individual motivation and development, counseling psychology, industrial relations and general semantics.

Dolmor Fisher

Mb 107 Organizations In Society (F, S; 3)

Prerequisite: Mb 021 or instructor's consent.

The objective of this course is to provide students, individually or in small groups, with an opportunity to conduct a study in an organization in the greater Boston area. The course provides a student with an opportunity to enhance his or her understanding of behavior in organizations by observing, describing, and analyzing events in an operating organization. The point of view of the course is that organizations may be viewed usefully as social systems. Thus, the nature of an organization's technology, the organization's policies and procedures, the level of productivity, the behavior of individuals and groups in the organization, etc. may be viewed usefully as being interrelated and interdependent. It is desirable, but not essential, that the student(s) will have selected the organization to be studied, and that necessary arrangements for entering the organization will have been made prior to the beginning of the course. Assistance in selecting and obtaining access to an organization will be provided to students as is necessary.

Jack E. Rosin

Mb 109 Human Groups (F, S; 3)

This course deals with the causes and effects of human interaction in small groups. To provide background, current theories based on research studies of primary and secondary groups will be examined and later tested. Elements of group structure such as statuses of members, role networks, and leadership will be considered along with the dynamics of group development, behavior norms, communication patterns, decision processes, task effectiveness and group maintenance. Major emphasis in the course will be on providing the student with the necessary concepts, tools and skills for the observation and analysis of behavior in goal centered groups, to help improve his own effectiveness in groups and to help the student become more aware of his/her own impact in groups of which he is a part. Attention will be given to interaction directed toward social maintenance within the group, as well as behavior associated with task accomplishment. Members will have the opportunity to observe actual on-going groups outside the classroom, and also act as participant-observers of temporary small groups within the class itself.

The Department

Mb 110 Career Planning and Development (F; 3)

This course will focus on individual careers. Very early, the structure and operation of the career market system in the United States will be presented, and special emphasis will be given to the skills, tools and strategies one needs for successful career embarkment and/or redirection. Current theories concerning

human life cycles, contemporary life styles, organizational socialization and career development (to avoid obsolescence and arrested mobility) will be explored, along with an examination of empirical research on careers, especially those in management. Concepts will be presented through lectures, case histories and in-class exercises/demonstrations.

The Department

Mb 123 Methods of Inquiry Into Human Behavior (F, S; 3, 3)

This course is concerned with the process of systematic learning about the human environments in which one lives and works. It concentrates on field methods of research, observation interviewing, as they can be applied to better understanding of social settings, groups, communities, work organizations, occupational groupings and life styles. Its purpose is to better equip the student with ways of thinking about people and ways of learning about them, so that he may more effectively and quickly deal with the new and different social situations that he will enter throughout his career, and deal with the inevitable problems he will encounter. Readings and classroom sessions are used to prepare the student to conduct a field study and evaluate it. The students' field projects and their methods of planning, working, writing up and evaluating the experience are major features of the course. Considerable time is spent on interpretive frameworks — theories, concepts and models of human social behavior — that the students need to plan and understand the substance (in contrast to the methods) of their field studies.

The Department

Mb 709 Organizational Studies (F, S; 3, 3)

This introductory course is designed to increase the student's effectiveness in dealing with individuals and organizations. Using both personal and conceptual tools, the course will cover such areas as individual motivation, the effect upon human behavior of membership in differing types of groups, types and effectiveness of managerial styles, organizational design and effectiveness, including the effect of organizational structure and managerial behavior. Stress will be placed upon self-learning to apply the principles learned in the course. The student will be expected to develop skills in responsible and effective problem-solving through small group and organizational simulation exercises, case discussions and the like.

The Department

Mb 801 Communication and Behavior (S; 3)

Prerequisite: Mb 709 or consent of instructor.

This course attempts to improve the kinds of interpersonal competence which can contribute to the life of the manager, primarily but not exclusively in the effective accomplishment of purposes within organizations. It focuses on the important and difficult process of communication in such one-to-one relationships as superior-subordinate, line-staff and consultant-client, but also considers other relationships of importance to the manager, such as parent-child, friend-friend, and husband-wife. The process of communicating is studied via cases, films, twentieth century literature and other materials, and, of course, is experienced in the classroom, with the goal of increasing perception, awareness and understanding of one's own and others' points of view and behavior.

Dalmar Fisher

Mb 802 Seminar in Organizational Development (S; 3)

Prerequisite: Mb 709 or consent of instructor.

There is widespread concern at the national level, including the Congress of the United States, about productivity and increasing employee alienation at work, including managers. This seminar is concerned with reversing this trend by providing approaches, tools and techniques to assist the student and the organization to become more competent. Both the individual manager and the successful institution (business, educational, nonprofit or other) must be flexible, adaptable to change and better able to meet the needs of both employees and the institution. The seminar provides the student with diagnostic approaches to determine when and where such tools should be used as: organizational design to better fit the environment; job enrichment; management by objectives; role analysis; attitude surveys and feedback methods; interface problem-solving; organizational confrontation; managerial and other team building; methods for inter and intra group conflict resolution; organizational confrontation meetings; and laboratory training. The content matter of the course is drawn from such fields as psychology, sociology and applied anthropology. Emphasis will be placed upon

the individual and personal development of the student in addition to assisting him to understand and be more effective in managing change and innovation. Since the course is a seminar, there is no advance syllabus. Rather, the seminar is tailored to the needs of the students enrolled in the course at the time. It may include individual or group projects as well as cases, "nonquantitative" business games and the like, depending upon the psychological contract developed with the students in the seminar.

Edgor F. Huse

John W. Lewis

Mb 803 Managerial Effectiveness (F; 3)

Prerequisite: Mb 709 or consent of instructor.

The practicing manager is under pressure to get results. The organization in which he works is made up of individuals and units above, beside and beneath him, who are also striving to achieve certain results. This complex of striving people and units inevitably sets up dynamic tensions in the organization — tensions both of cooperation and of conflicting effort. The problem for the manager is how to make constructive use of inherent tensions in the organization. This course deals with skills and processes which are available to the manager for coping with the dynamic tensions of organization. These are: (1) the resolution of conflict between individuals and between groups; (2) confrontation by the manager representing himself in advocacy of his own needs; (3) counseling with organization members who are feeling stress; and (4) creation within the organization of belief in its problem-solving capacities.

John W. Lewis

Mb 804 Group Dynamics (S; 3)

Prerequisite: Mb 709 or consent of instructor.

The purpose of this course is to help the student understand group processes and to become more effectively involved in membership and leadership roles in groups such as committees, task groups, and project teams. The students will work together as a project team in the course, designing, implementing, and evaluating a term project related to the course content. Thus, in addition to readings and discussions about group dynamics, they will be able to use their own project group as a learning laboratory.

John W. Lewis

Mb 805 Seminar in Management Development (Summer; 3)

Prerequisite: Mb 709 or consent of instructor.

This seminar will explore and evaluate some of the current theories and techniques being applied in the Management Development area. Students will examine management development concepts and applications through outside readings, class discussions, and team projects. A large segment of class time will be devoted to participation in management development exercises and techniques (role-playing, in-basket exercises, simulations, etc.), as a basis for evaluating their possible worth and inclusion in management development programs. This seminar will be of prime interest to persons who are actively interested in or engaged in the design and conduct of management development programs.

Raymond Keyes

Mb 806 Industrial Psychology (F; 3)

Prerequisites: Mb 709 or consent of instructor.

One of the keystones of organizational effectiveness stems from the success of the manager in solving personnel problems. Frequently, the areas of (1) personnel selection and classification, (2) wage, salary and incentive program administration, (3) personnel performance appraisal, and (4) union-management relations are unsystematically performed or left completely to the personnel department. This course will examine systematic approaches to these personnel administration areas utilizing the latest findings in behavioral science research. Selected exercises and cases will be employed to enhance the students' understanding of key concepts.

James Bowditch

Mb 807 Personnel Management (S; 3)

Prerequisite: Mb 709 or consent of instructor.

The goals of this course are to acquaint the student with basic personnel processes and procedures and give him experience in solving some of the practical problems which frequently confront personnel departments of organizations. It will be a blend of the latest behavioral science techniques and the more traditional management procedures in the personnel administration domain. Topics included will be job design, performance, appraisal, staffing, selec-

tion and promotion, wage and salary administration, collective bargaining process, managing the higher level employee, training and personnel development. Classwork, library work, and field work will all be a part of this offering. *James Bowditch*

Management: Computer Sciences (Mc)

Mc 022 Computer Science (F, S; 3, 3)

An introduction to the structure and concepts of modern computing. In addition to programming in a low level language students will be expected to write about six programs in either BASIC or APL. Emphasis will be placed on understanding how a computing system operates. There are no prerequisites. *The Department*

Mc 156 Statistical Analysis (S; 3)

This course stresses the theoretical and practical foundations of statistical decision-making. Probability theory leading to statistical decision rules forms a major emphasis of the course. A prior course in calculus would be very helpful. *John J. Neuhauser*
Michael W. Rubin

Mc 161 Simulation Methods

An introduction to building computer models of decision-making systems. Prerequisites include some exposure to computing; some statistics helpful. Offered alternate years. *John J. Neuhauser*
Michael W. Rubin

Mc 270 Computer Languages (F, S; 3, 3)

An introduction to the semantic structure of computer languages presented through a survey of several languages (COBOL, FORTRAN, PL/1, APL). Students will write several programs in each language. There is a variation in the amount of theoretical emphasis in each section so it would be wise to consult a faculty member for advice. Familiarity with computer language is desired but not absolutely necessary if permission of the instructor is obtained. *Peter Kugel*
C. Peter Olivieri
Perry L. Miller

Mc 312 Computer Systems (S; 3)

Prerequisite: Some facility and experience with at least one computer language. This course presents many of the logical concepts underlying modern computer technology. Included is a study of operating systems: multi-programming, virtual storage, and time-sharing systems. Attention is given to the measurement of computer system cost/performance trade-offs. Programming exercises will make up a good part of the course. These will be designed to give the student a concrete understanding of some of the fundamental concepts presented. *Perry L. Miller*
C. Peter Olivieri
John J. Neuhauser

Mc 365 Systems Analysis (F; 3)

Prerequisite: Some facility and experience with at least one computer language. This course teaches the student how to analyze the structure and flow of information in organizations like businesses and hospitals as well as how the computer itself as a system structures and processes information on the instruction and circuit level. Accessing methods and disk processing will be presented. *C. Peter Olivieri*

Mc 370 Technological Impact (F; 3)

This course examines the philosophical, psychological, social, legal and economic impact of modern technology, especially as objectified in the computer. Attention will focus upon the effects on the individual, society in general and on organizations. Billed as a "qualitative computer course", the student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of computer processes (as might be evidenced by an experience with a computer language) and an interest in where society is and is going in virtue of this burgeoning technology. *William Griffith*

Mc 384 Advanced Statistics (F; 3)

An introduction to the theory and analysis of linear statistical models particularly as they are applied to experimental design and regression. An elementary statistics course, some ability to use a computer, and an acquaintance with linear algebra are desirable but not necessary prerequisites. *John J. Neuhauser*

Mc 390-391 Management Science I & II

An introduction to the use of analytic techniques in a decision-making environment. This course is designed for students without extensive mathematical background who desire an exposure at an elementary level, to some of the techniques of operations research. There are no formal prerequisites other than a freshman-level mathematics course. Not offered 1976-77 *Michael W. Rubin*

Mc 392 Operations Research I (F; 3)

Presents the concepts and techniques of linear optimization including linear and non-linear programming. Some facility with mathematics necessary and the ability to use computers is very helpful. *Michael W. Rubin*

Mc 393 Operations Research II (S; 3)

Topics covered include dynamic programming, waiting line theory and simulation. Prerequisites are some facility with mathematics and the ability to use a computer. May be taken independently of Mc 392 *Michael W. Rubin*

Mc 402 Artificial Intelligence (F; 3)

Prerequisites: Computational literacy and the ability to read and write computer programs. An introduction to the field of intellectually behaving computer programs. A student will learn to construct programs dealing with non-numerical data and programs that learn from their own experience. Attention will be given to the understanding of what computer programs can do to analyze information, develop strategies and make decisions.

Mc 404 Theory of Machines and Languages (S; 3)

This course deals with what computers can and cannot do in principal. As the concepts of abstract machine and abstract language underlie the entire field of computing and understanding of what machines can do in theory should increase the understanding of what can be done in practice. This course is strongly recommended if a student is contemplating further graduate work in Computer Science. No formal prerequisites are required but either a previous course in Computer Science or in college level mathematics would be helpful. *Peter Kugel*
Perry L. Miller

Mc 406 Data Structures (S; 3)

This course provides the necessary framework for more effective and efficient usage of modern storage structures by concentrating on the logical design of such structures and not on any particular physical implementation of such structures. The course begins by a consideration of the basic static storage structures which are commonly implemented in algebraic programming languages. Next we consider structures which have limited potential for change on their periphery (i.e., stacks, queues and deques). This is followed by a more extended treatment of dynamic structures (i.e. trees, graphs and linked lists). The final part of the course involves consideration of what might be termed applications: sorting, strings, data searching, file structures, storage allocations, garbage collections and data management. *Perry L. Miller*
Peter Kugel

Mc 707 Quantitative Analysis and Computer Science I (F; 3)

This course is intended to serve as an introduction to computers and computer processes for graduate students. The student learns and programs in the BASIC language. In addition, he or she will become familiar with using existing library programs to perform statistical and quantitative analyses in a variety of decision-making situations. At the end of the course, the student will have an idea of both the capabilities and limitations of computers as well as the skills necessary to use them effectively. Competence in simulation, model building, and an introductory level of statistics will be a further byproduct of the course. Both batch processing and time-sharing computer usage will be involved. *The Department*

Mc 708 Quantitative Analysis and Computer Science II (S; 3)

This course is designed to provide an introduction to the study of operations research, a scientific methodology for examining, defining, analyzing, and solving complex problems. When applied to the solution of management problems, operations research is often called management science. Some of the mathematical models investigated are linear programming, assignment/transportation models, and optimization models.

The Department

Management: Administrative Sciences

Administrative Policy Program (Md)

Md 021 Managing Complex Organizations (F, S; 3)

This course develops the need for, and role of, management in complex organizations and systems. The existence of a body of management knowledge that can be applied to organizational and societal problems is demonstrated. Within a historical framework, the contributions of management scholars and practitioners are fused with those of cultural anthropologists, social psychologists, political scientists, and other social scientists. Together, they extend understanding of the nature of organizations, and of the functional and dysfunctional aspects of various management processes and practices. The main focus, however, is on demonstrating the generality or universality of management knowledge by using it in dealing with common organizational and managerial problems within various institutional settings (e.g., hospitals, universities, businesses, urban management, etc.). Through simulated management practice the student gains insight into the cognitive, human, and technical skills needed for effective administration. Overall, the need for managers and organizations to develop sound theories and philosophies of management to cope with the many dilemmas and value issues facing administrators is stressed.

*Walter H. Klein
Alan P. Thayer*

Md 099 Administrative Strategy and Policy (F, S; 3)

Prerequisite: Successful completion of SOM professional core
This course focuses on the study of the administrative process as organizational guidance – from a top-management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from, functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills.

The Department

Md 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairmen.
The student works under the direction of an individual professor.
By arrangement

The Department

Md 350 Case Research Program (F, S; 3)

Prerequisite: Senior standing, consent of the instructor.
The Case Research Program puts the management student in contact with real-world organizations by directly involving him in various actual business and non-business experiences. This is performed by the participant writing, analyzing, and consulting on real-world cases on an individual basis – each student being responsible for his functioning and success. The Case Research Program forces the student to apply his education, synthesizing various disciplines, theories, concepts, and techniques, therefore departing a degree of “reality and relevance” to the student’s education which may not otherwise be present. As a result, the participant develops a rapport with the business and non-business community and with the management profession, exposing him to the realities of both, and assisting him in developing the conceptual, analytical, expressive, and human skills he will find necessary in practice.

By arrangement

David C. Murphy

Md 390 Small Business Management (F, S; 3)

Prerequisite: Senior standing and satisfactory completion of the SOM professional core.

The purpose of this course is to provide a viable alternative for those students who are likely to enter small or new businesses rather than those of a large or established nature. Emphasizing class discussion, case analysis, and a major project, the course covers the recent practices, trends, regulations and opportunities which affect the smaller enterprise. In addition, the course directs the functional management areas to the needs of small business.

Thomas W. Dunn

Md 602 Management Thought in Perspective (F, S; 3)

This course examines management thought as a dynamic, evolving, and organized body of knowledge influencing managerial performance and practice. The recognized and representative schools of management thought – Classical, Behavioral, and Management Science Schools – are examined to identify similarities and differences, and to understand the basic assumptions, applications, strengths, and weaknesses of each. Within the context of these schools of thought, emphasis is given to the search for differences in the environments within which firms must operate. The economic, legal, philosophical, political, cultural, and technological effects which influence management thought and performance are studied, as are recent research and ideas, current issues, and emerging concepts contributing to total thinking about management. Specific issues such as decentralization, management by results, and the systems approach will be examined in-depth to illustrate the effects of environmental factors upon, and the interface among the Classical, Behavioral, and Management Science Schools of Management Thought.

*Victor N. Berlin
David C. Murphy*

Md 608 New Business Formations (F; 3)

This course is designed to show the student how to organize a new business. Topics discussed include selected aspects of corporation law, entrepreneurship, accounting and financial aspects of new business formation, innovation and patent protection, the role of research and development in emerging business, marketing and product planning, business and technological forecasting, principles of valuation, and the management of growth.

Richard B. Moffet

Md 710 Policy Formulation and Administration (F, S; 3)

Prerequisite: Completion of the MBA Common body of knowledge.
This course provides an integrative study of administrative processes under conditions of uncertainty including environmental and integrative analysis along with defining organizational strategy and planning for its implementation. Case analysis and simulation exercises are used to develop operationally such concepts as decision making, long range planning, management philosophy, objectives, policies, strategy and systems analysis. Cases dealing with policy making in government, university, and small business administration are analyzed to broaden the learning experience beyond the private corporation. A major concern is the development of broad, transferable skills of orderly problem solving, imaginative thinking, independent learning, and creative leadership. Role playing, learning cells, and process analysis serve as aids in the development of these skills. Finally, consideration is given to the management requirements for organizational renewal in a world of rapid change, increasing complexity, and greater social awareness.

*Thomas W. Dunn
Walter H. Klein
John Van Tassel*

Md 803 Management Decision Making (F, S; 3)

This course uses a general management simulation to enable students to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The major objective is to clarify the relationships among the functional departments (finance, production and distribution) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis, pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a

particular company organization in an industry having three relatively equal firms, so that there are both internal problems of communication and external problems of competition. The participants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world here encompassed, and thus to improve their control of the company's situation.

John E. Von Tossel

Md 804 Management of Technology (F, S; 3)

This course places emphasis upon appropriate structuring of research and development efforts in order to achieve a common framework for schedule, cost, and technical performance controls. Project management organizational arrangements and project management tools are described and evaluated. The growth of technology, technology assessment, technology transfer, and the role of the Federal Government in the direction and management of technology are other typical topics which are analyzed in class and recommended for class research projects.

R. Balachondro
William H. Gruber

Md 806 Planning Theory and Practice (S; 3)

This course begins with an investigation of why planning is needed now more than ever by modern complex organizations, whether engaged in business, education, government, or service and whether for profit or not-for-profit. The first half of the course is devoted to the concepts and purposes of long range planning. The second half of the course deals with shorter range planning and programming. Emphasis is divided equally between the theoretical bases for planning and programming and the actual practices, tools and techniques which are found in the best planning organizations. Case problems and case studies are used to reinforce class discussion.

Richard B. Moffei

Md 807 Seminar in Advanced Topics in Administrative Sciences (F; 3)

This seminar deals with the strategy formulation and implementation problem which face all organizations. Advanced and original analysis is conducted to study how strategy permeates and is rounded-out and implemented by policy, organization and control. Emphasis is placed on the organization's integration of and adaption to its dynamic internal and external environment.

Walter H. Klein
Dovid C. Murphy

Md 895 Case Research Program (F, S; 3)

Prerequisite: Consent of the instructor.

This course studies specific problems in many and varied live business and non-business situations. For the most part the student works on an independent basis, preparing case presentations and analyses. The CASE RESEARCH PROGRAM forces the student to apply his education, synthesizing various disciplines, theories, concepts, and techniques, therefore imparting a degree of "reality and relevance" to the student's education which may not otherwise be present. As a result, the participant develops a rapport with the business and the nonbusiness community and with the management profession, exposing him to the realities of both, and assisting him in developing the conceptual, analytical, expressive and human skills he will find necessary in practice.

John Diffenbach
Thomas W. Dunn
Dovid C. Murphy

Md 897 Directed Readings (F, S; 3)

Prerequisites: Second year status, consent of department chairman. The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

Md 898, 899 Directed Research I and II (F, S; 3, 3)

Prerequisites: Second year status, consent of department chairman. The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

Management: Administrative Sciences

Environmental Analysis Program (Me)

Me 160 Management and the Social Environment (S; 3, 3)

This course explores, analyzes, and applies various concepts of corporate social responsibility. Attempts by business to respond to environmental social and urban problems are investigated. Corporate power, military industrial complex, pluralism, corporate or industrial state, technology and social change, economic growth, pollution, quality of life, consumerism, urban crisis, hiring the disadvantaged, racism, minority enterprise, changing values, and social accounting systems are the kinds of issues and topics considered. Environmental analysis, futurism, corporate social policy planning and value issues facing management serve as integrating themes. The student, through extensive case analysis and special projects, is given ample opportunity to gain deeper insight into his own values and to develop skill in decision making under conditions of uncertainty and value conflicts.

Walter H. Klein

Me 603 International And Comparative Management (F; 3)

This course is about management in different countries; it is an analysis of management as a variable in differing environments. Emphasis is on the search for like and unlike attributes and patterns, and their implications for multi-national organizations and international business. The analysis extends into consideration of the major economic and political systems with the objective of achieving better understanding of the impact the various systems have upon managerial processes and practices. The course is directed toward the development of cultural, organizational, and managerial perspectives. Extensive case analysis is an integral part of the course.

David Kaplan

Me 607 Business Leadership and Urban Problems (F; 3)

This course studies in some depth a half dozen or so pressing urban problems in an effort to explore business-government-university relationships in urban development and to develop conceptual frameworks, managerial processes, and leadership skills for dealing with such problems. Among the problems that might be considered are employing the disadvantaged, black capitalism, mass transportation, controlling pollution, city planning, financing urban development, educational improvement, low-cost housing, racism, poverty and the ghetto, and health care. Trends in the metropolitan environment, the design and use of urban simulation games, and planning the economic-political-social environments of new cities will be considered depending upon the professional interests and backgrounds of the students.

W. Seavey Joyce, S.J.

Me 625 Political and Legal Dimensions of International Organizations and Multinational Corporations (F, S; 3)

This seminar will attempt to examine multinational corporations from a global standpoint. The spread and growth of multinational corporations is one of the outstanding phenomena of the last two decades and multinational corporations have now become important actors on the world stage. Responding to a growing worldwide interest in the subject of multinational corporations, several international organizations are conducting in depth research on various aspects of multinational corporations. Prominent among them is the United Nations. Because its membership encompasses nearly all the nations of the world, the UN's concern with multinational corporations is particularly important and significant. The UN is generally committed to a multifaceted task of peace consolidation implying action in areas ranging from peacekeeping to promoting respect for human rights and furthering economic and social development. The UN is aware of the potential offered by multinational corporations – notably with respect to development – and is concerned with the role of multinational corporations and their impact on the process of development, their implications for international relations.

Issues, as they relate to the concerns of international organizations, will be considered with special focus on the political and legal implications of the objective to conclude a general agreement on multinational corporations having the force of an international treaty and containing provisions for machinery and sanctions.

Phillippe de Lacoste

Me 700 Economics and Social Choice (F, S; 3, 3)

The purpose of this course is to create an understanding of economics as the science of choice. This is accomplished by studying the operation of a market economy and developing analytical insights into the functioning of the system in our society. Conceptual frameworks necessary to understanding the economic-rationale for behavior are presented along with those forces that influence the system as a whole. The course focuses on the theoretical underpinnings of such topics as: demand, supply, markets equilibrium, monetary policy, national income and consumption, fiscal policy, international economics and economic forecasting. The relevance of these topics to issues of public concern is stressed throughout the course.

David C. Murphy

Me 701-702 Problems of Administration in Changing Environments I & II (F, S; 3, 3)

Prerequisite: Elementary understanding of micro- and macro-economics analysis. Students without this understanding are required to take Me 700.

The integrating theme of this two-semester, core course is the complex, dynamic, two-relationship between the organizations of our society and the social environment in which these institutions now operate and are likely to operate in the future. Emphasis during the first semester is on understanding the dynamics of the social environment as a whole, that is, systematic analysis of the noneconomic as well as the economic effects of business on other institutions and on the social environment on business. Particular attention is paid to the basic assumptions, attitudes, concepts, ideologies, corporate or social responsibilities, and values that underlie a particular set of institutional arrangements and how changes in these assumptions affect the arrangements and the interactions among the various parts of the whole system. After exploring why environmental perceptions and organizational adaptiveness are so important, the second semester explores how environmental analysis and planning activities might be organized and matched to the information needs of those making strategic decisions. The role of the manager as a linking pin between the organization and its external environment is stressed. Several techniques such as Delphi, cross-impact, signal monitoring, and alternate scenarios will be evaluated, not for their sophistication but for their usefulness to management. Techniques of economic, technological, and socio-political forecasting are also considered. Case analysis is used extensively in both semesters of the course.

*John Dittenboch
Walter H. Klein
David C. Murphy*

Me 810 Managing the Metropolis (S; 3)

This seminar focuses upon what can be done to remake our cities. The historical development and current status of our cities is reviewed. Major emphasis is given to systematic consideration of the role that government, business, financing, housing, transportation and urban renewal play in metropolitan planning. Student projects are an integral part of the course. *W. Seavey Joyce, S.J.*

Me 811 White Collar Crime (F; 3)

White Collar Crime: the crimes of government, business, politics, and the military. Students will present papers for discussion. A modified case approach will be based on such cases as the "Salad Oil Scandal," the Vesco affair; the "Electrical Price Fixing Conspiracy," the PX scandal, Watergate, etc.

Frank Parker, S.J.

Me 897 Directed Readings (F, S; 3, 3)

Prerequisite: Second year status, consent of department chairman. The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

Me 898-899 Directed Research I and II (F, S; 3, 3)

Prerequisites: Second year status, consent of department chairman. The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

Management: Finance (Mf)

Mf 021 Basic Finance (F, S; 3, 3)

The purpose of this course is to introduce the student to the full range of activities that are subsumed under the heading "Finance." The course is divided into four sections:

- Financial Analysis
- Corporate Finance
- Capital Markets and Institutions
- Investments.

The financial analysis section deals with the development of those tools and concepts needed by a person working in the financial area. Topics covered are: Funds Flow Concepts; Ratios as Tools of Analysis; and Basic Financial Forecasting. Readings, problems and case studies will be used in this section of the course. The Corporate Finance section is a brief, case-oriented introduction to working capital management and short term financing, and builds upon the tools and concepts introduced in the early part of the course. The Capital Markets and Institution sections of the course will present, initially, a survey of those organizations and institutions such as commercial banks, savings banks, insurance companies, and others that provide funds to the corporate sector of our economy. Subsequent to this, the money creation, money management, and monetary control activities of the Federal Reserve System will be introduced and discussed. In order to have the students better understand the workings of the banking system one or two short case studies on the formation and management of commercial banks will be presented. The Investments section of the course will introduce the student to the investment banking function, the organized exchanges and their operation, and the analysis of common stocks. Readings on the various investment banking issues will be presented for analysis and class discussion. One or two brief case studies on the investment banking industry will be presented in the latter part of this section of the course.

The Department

Mf 151 Investments (F, S; 3)

A course designed to introduce the student to both the nature and valuation of financial assets. The investment process, investment risks, various investment media and the operation of the capital markets are discussed. Special emphasis is placed on the critical analysis of the financial statements of security issuers and on sources of investment information. The student is introduced to the capitalized earnings approach to valuing common stock and through several case studies it provides the opportunity to exercise his own analytical skills and judgment in utilizing this model. Each student is responsible for a detailed written analysis of the common stock of a major company.

*Kenneth E. Frontz
Myo Moun*

Mf 153 Management of the Public Sector of the Economy (S; 3)

This course is concerned with the methods by which federal, state and local governments finance themselves and deliver their services. An analysis is made of the borrowing and taxing capabilities of the several levels of government. Thereafter, an in-depth examination is made of the traditional and emerging budgetary processes used by governments to plan and select the priorities of their expenditures. This is followed by a consideration of the financial management of some of the functions performed by governments. Here, the emphasis is on current areas of public concern.

Wolter T. Greaney

Mf 154 Management of Non Bank Financial Institutions (S; 3)

The purpose of this course is to acquaint the student with the markets for long term funds; the factors that influence the supply and demand for these funds and the management of the financial institutions that participate in these markets. Flow of Funds Statements and the effects of interest rate changes will be studied. Case studies will be used to familiarize the student with the internal management of key financial institutions. These would include Savings Banks, Insurance Companies, Pension Funds, Mutual Funds, Investment Counselors and Investment Banking Firms.

Walter T. Greaney

Mf 155 Management of Commercial Banks (F; 3)

This course is intended to provide the student with an introduction to the management of commercial banks. The role of the Federal Reserve in administering monetary policy (the money creation and control process) and in regulating the operations of the commercial banks is the central theme around which the course is developed. Specific topics that are covered are the management of commercial bank reserves, the cash position, and portfolio management. In addition, the course provides the student with an understanding of such important bank activities as customer services, marketing techniques, and the relationships of banks to banks and to their customers. An important part of the course is concerned with how banks seek and negotiate loans. This includes processes of evaluation of secured and unsecured loans to businesses and individuals. The methods of presentation are by the use of a textbook, selected case studies and relevant reading materials.

Wolter Greoney
Myo Moun

Mf 163 Tax Factors in Business Decisions (F; 3)

Through a study of the evolution, growth and application of tax laws the student is enabled to judge their effect upon the general economy and business practices in particular. Analysis is made of specific laws and provisions of law beginning with their purposes, enactment and usages and proceeding to their current status. Economic and legal materials show the pressures that cause continuing evolution in the tax laws. Detailed study of legal provisions is made to illustrate the effects upon business and business decisions. The purpose of the course is to develop an awareness of the force and effect of tax law by an understanding of concepts and the illustration of their application in the practical areas of personal and corporate business endeavor. Primary consideration is given to the income, estate and gift tax laws.

John Solmon

Mf 205 Finance Seminar (S; 3)

This course permits a limited number (15) of Senior Finance Majors to study some of the modern techniques and more advanced theories of Finance. Each participant will be expected to perform extensive research in an area and pass in a written report. The content, teaching method and grading system will be determined by the participants and the instructor.

John C. Preston

Mf 210 Managerial Finance (F; 1)

Prerequisite: Mf 021

This course is designed for the non-finance specialist. It will cover the topics included in Corporation Finance I and II but in less detail. The teaching method will be a combination of lectures and case discussions. (Finance concentrators in the School of Management are not allowed to take this course for credit.)

Poul V. Devlin

Mf 220 Corporation Finance I (F; 1)

Prerequisite: Mf 021

Corporation Finance I and II are designed to analyze the management of the sources and uses of corporate funds. In this course, topics treated intensively include financial analysis, management of working capital and capital budgeting. Short and long term financing will also be introduced. The teaching methods will be a combination of lectures and case discussions. The student who takes this course should also plan to take Corporation Finance II.

Jerry A. Viscione

Mf 221 Corporation Finance II (S; 1)

This course presupposes and is an extension of Corporation Finance I. Topics treated intensively include sources of short and long term financing, financial leverage, debt capacity, cost of capital, capital structure, dividends and the financial aspects of mergers. Other topics of current interest will also be discussed. The final segment of the course is designed to present an integrated view of financial management. The teaching method will be a combination of lectures and case discussions.

Jerry A. Viscione

Mf 299 Individual Directed Study (F, S; 3)

This is an opportunity for students interested in independent study to engage in a one to one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in his previous studies. It is expected that the student

will present the results of his research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairman is to be obtained when the individual faculty member has agreed to direct the student's research project.

Wolter T. Greoney

Mf 606 International Financial Management (F; 3)

Prerequisite: Mf 703, 704, Basic Economics and Statistics

The course is primarily concerned with the nature, functions, operations and goals of an international firm with respect to managerial finance. The main objective is to acquaint the students with the international finance function with a central focus upon the international flow of funds and various factors that affect the value of an international business enterprise. The *raison d'être* for offering such a course is that almost all large corporations of United States as well as many other leading industrial nations are actively engaged in international business operations and enterprises; and many aspects of international financial management are unique and different from those of pure domestic operations.

Myo Moun

Mf 703 Management Information, Accounting and Control (F; 3)

The purpose of this course is to develop skills in the collection and analysis of business information and to develop some measures of quantitative and qualitative performance of the business firm. The course begins with an introduction to accounting as a means to record and report the activities of a firm. In particular, that portion of a business' expenses which should be reported in a particular period and that which should be deferred to subsequent periods are discussed. The second phase of the course deals with the use of accounting information and its systematic collection for managerial decisions. The final phase deals with procedures and analytical techniques for making individual managerial decisions. The importance of the effect of such decisions on the organization is stressed.

William J. Horne

John G. Preston

Mf 704 Management Information and Finance (S; 3)

Prerequisite: Mf 703.

This course deals with the management of business funds. Its purpose is to develop in the student skill in using techniques of financial analysis and the application of these skills to funds management. In particular, the estimate of flow of funds and the ability to judge a business' ability to meet its present and future commitments are discussed. The second part of the course deals with sources of short, intermediate, and long-term funds. Alternative means of dealing with particular needs are covered. Several methods of allocating scarce funds to competing opportunities are investigated in some depth. The subject of valuation of the firm is also discussed.

William J. Horne

John G. Preston

Mf 801 Investments: The Valuation of Financial Instruments (F; 3)

Prerequisites: Mf 703, 704

In a capitalistic economy strong secondary markets are required for encouraging an adequate supply of savings to funds short sectors of the economy. Investors will allocate funds between debt instruments and equities, and across instruments within debt and equity classifications, in response to perceived values, subjective attitudes toward risk and techniques of risk/reward trade-off. The course addresses the issues that seem to determine relative value of financial instruments, and the techniques that are available for assisting the investor in making the risk/reward trade-off.

Kenneth E. Frantz

Mf 803 Management Policies for Non-Bank Financial Institutions (F; 3)

Prerequisite: Mf 703, 704

This course studies the management of specific non-bank financial intermediaries. It is concerned with the problems and decisions of managements of these institutions in the collecting and using of funds. It deals with the financial strategy and policy concerning risk and profit for determining what is the most effective mix of assets and liabilities.

Wolter T. Greoney

Mf 805 Finance Seminar (S; 3)

The topics included in the seminar will be determined by the students subject to the approval of the instructor. Each student will

be expected to do extensive research in an area, lead the discussion on the topic and pass in a written report. After the topics have been selected, the instructor will prepare a reading list. Emphasis will be placed on recent contributions to the area. Finally, the instructor will lead the seminar for the first two or three sessions. Topics covered will be some of the more advanced and modern techniques and theories of Finance.

John G. Preston

Mf 806 Corporate Financial Management I (F; 3)

Prerequisites: Mf 703, 704, Basic Statistics

The financial decisions that can affect the market value of the firm may be subdivided into three areas. These are the investment, financing and dividend decisions. Corporate Financial Management – I will be primarily concerned with the investment decision. The primary purpose of this course is to examine models and procedures for making efficient financial decisions and to reconcile the difference between the way decisions should be made and how they are made.

Jerry A. Viscione

Mf 807 Corporate Financial Management II (S; 3)

Prerequisites: Mf 806

The financial decisions that can affect the market value of the firm may be subdivided into three areas. These are the investment, financing, and dividend decisions. Corporate Financial Management – II will be primarily concerned with the financing and dividend decisions. The primary purpose of this course is to examine models and procedures for making efficient decisions and to reconcile the differences between the way decisions should be made and how they are made.

Jerry A. Viscione

Mf 810 Management Policies for Commercial Banks (S; 3)

Prerequisites: Mf 703, 704

This course provides an intensive analysis of the financial management policies and problems of Commercial Banks. It covers the monetary and fiscal framework within which banks operate. This includes an examination of the Federal Reserve Structure, interest rate structure, various markets for funds, and the content of financial instruments. An important part of the course is how banks seek and negotiate loans.

Wolter T. Greoney

Mf 812 Non-Deposit Type Financing Institutions Serving the Securities and Real Estate Markets (S; 3)

Prerequisites: Mf 703, 704

In a market economy financial institutions exist to assist in the process of capital transfer from funds surplus, to funds deficit sectors of the economy. The primary purpose of this course is to examine the operation and management of those institutions that assist in market making in the securities and real estate sectors of the economy (as contrasted to the commercial banking and savings allocations sectors).

Kenneth E. Frontz

Management: Administrative Sciences

Operations Management Program (Mg)

Mg 021 Introduction to Management and Production (F, S; 3)

Prerequisites: Ec 132, Ec 151, and Ma 022

This course serves as an introduction to general management, and to operations management. Overall, the course develops the task of managing an organization with an emphasis on the structure and behavior of productive systems. The primary objective is the development of a basic understanding of the process of integrating the human and technological resources in productive systems. The integrating process focuses on decisions of costs, quality, customer service, return on investment, personal satisfaction and social responsibility being consistent with organizational objectives and policies.

The Department

Mg 105 Industrial Relations (F, S; 3)

This course surveys: labor problems such as unemployment, economic security, worker productivity, wage determination, industrial unrest, and labor mobility; the role of labor movements and labor unions in modern industrial societies and the impact of their philosophies, policies, and practices; union history, structure and government; and labor legislation and national labor and manpower policies.

Dorothy Sparrow

Mg 242 Personnel Management (F, S; 3)

This course surveys techniques of modern personnel management from the points of view of both the manager as well as the Personnel Director. Topics covered include recruitment; selection, interviews, resume preparation, managerial evaluation and development, leadership and supervision, management-labor history, and relations, wage and salary administration, fringe benefits and psychological testing. Pertinent laws covered include the Wagner, Taft-Hartley and Landrum-Griffin Act, Fair Labor Standards Act and Walsh-Healey Act. Usually about 4 or 5 guest lectures on such topics as college recruitment, Affirmative Action, Role of Women Executives, Social Security, Organized Labor, U.S. and State Civil Service career opportunities.

Alan P. Thoyer

Mg 250 Operations Planning and Control (F, S; 3)

Prerequisite: Mg 021

This course is a comprehensive and integrated treatment of the functions, techniques, objectives, and policies related to operations planning, scheduling, and control. An elementary knowledge of modeling and of the techniques of linear programming, Critical Path Method, and simulation will be assumed. These techniques will be integrated with concepts of Operations Planning and Control from the viewpoint of the manager rather than the technician. Selected readings and cases will serve as methods of integrating topics covered in the course and developing administrative skills in operations management.

Alon C. Rendo

Mg 270 Operations Analysis (F; 3)

Prerequisite: Mg 250

This course is designed to be a bridge between the understanding of analytical concepts and their useful implementation in managing operating systems. The course focuses on economic and strategic implications of major operating decisions facing managers with operating responsibilities. Drawing primarily on case studies, the course is action-oriented and emphasizes the development of reasonable and viable courses of action based on thorough analyses of complex operating problems. This course serves those whose career goals are positions of responsibility in the managing of operating systems, and who, therefore, need particular managerial insights and skills in transforming strategic operating plans into operating accomplishments.

Dovid F. Votow, Jr.

Mg 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairman.

The student works under the direction of an individual professor. By arrangement.

The Department

Mg 375 Systems Management (F, S; 3)

Prerequisites: Mg 021 or Mg 706

This course has as its central theme the application of the problem solving and decision-making process to the operating system of any organization. The systems approach relates both principles of analysis and principles of synthesis to the management activities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Thus the use of modern theory and methodology provides the student with the ability to adjust to the specific processing system of any industry or activity, and with the skill to manage the details of any applied technology.

John E. Von Tossel

Mg 601 Labor and Industrial Relations (F; 3)

This course is concerned with the development, structure and current status of unions in the United States; of management attitudes toward the bargaining process and of the evolution of labor legislation and government policy towards labor-management relations. Changes in the composition of the labor force have brought with them an expansion of interest in collective bargaining

from the original blue collar workers to teachers, technical and public employees groups. Similarly, collective bargaining negotiations give evidence of expanding areas of interest on the part of labor and management, increasing the possibilities of agreement and disagreement.

Dorothy Sporrow

Mg 608 Management of Health Care (S; 3)

This course introduces the student to a variety of management issues in the health care delivery area, by allowing the student to grapple with some real problem situations. The case method is used in combination with discussions to give the student this exposure. The areas covered can be divided into two broad categories: Health Care System Design Issues and Health Care System Operating Control Issues. Design Issues include: Need identification, Financing Systems, Cost, Quantity, Accessibility (Volume) Goal Specification, Capacity Decisions, Service or Program Design and Organization Structure. Operating Control Issues include: Resource Allocation (Budgetary) Systems, Quality Control Systems, Cost Control Systems.

Victor N. Berlin
William Gruber

Mg 664 Labor Management Relations (S; 3)

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.

Donald J. White

Mg 706 Production and Operations Management (F, S; 3)

This course studies the field of production and operations management with an analytical approach and the broad viewpoint, together with a systems synthesis of the input-output process inherent in any organization designed to achieve objectives. Emphasis is placed on the economics of production, relating cost concepts to the decision-making process. The methods used in the design of production systems are integrated with operations planning and control to achieve effective and efficient solutions for production problems. Depth of coverage is preferred to breadth, however the interrelations with other operating functions are recognized and identified.

R. Balachondro
David C. Murphy
John E. Von Tossel
David F. Votaw, Jr.

Mg 805 Project Management (S; 3)

This course recognizes that an increasing number of organizations are structuring a wide variety of activities into projects for management purposes. The major objective of the course is to familiarize the student with the essential factors critical to project effectiveness. Topics covered will include project organization, planning and control techniques, client-parent-project relations, design, and environmental constraints. The student will be expected to complete a major research effort and to participate in a class project.

Albert J. Kelley
David C. Murphy
David F. Votaw, Jr.

Mg 897 Directed Readings (F, S; 3)

Prerequisites: Second year status, consent of department chairman. The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

Mg 898-899 Directed Research I and II (F, S; 3, 3)

Prerequisites: Second year status, consent of department chairman. The student selects a hypothesis or topic which is to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

Management: Honors Program (Mh)

Mh 125 Communications and Conference Management (F; 3)

Prerequisites: Open to School of Management Honors Program sophomores, or by permission of the Director.

This course acquaints the student with public speaking and the operation of meetings. It includes the preparation of speeches to be presented in front of small groups. Closed circuit television is utilized such that each student obtains audience criticism as well as immediate feedback on his performance in front of groups. In the conference management section, the student is expected to obtain a basic knowledge of task division, committee assignments and agenda setting.

By arrangement.

Mh 127 Junior Honors Methodology Seminar (F; 3)

Prerequisites: Open to School of Management Honors Program Juniors or by permission of the Director. One prior term of statistics is required.

In order to prepare for the senior thesis, a junior is exposed to a variety of methodological techniques. These include analysis of variance, analysis of regression, survey approaches, scaling, case writing and other experimental design issues.

By arrangement

John Neuhauser
Robert Hisrich
James Bowditch

Mh 199 Thesis (F, S; 3)

Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project normally done under the direction of a faculty member from the department in which the student has an area of concentration. In general it follows the format of a thesis for which data are collected, analyzed and a substantive report is written. The topic and format of the project are mutually agreed upon by the student, his advisor and the Director of the Honors Program.

By arrangement.

Mh 891 Thesis I (F, S; 3)

This seminar is for the student who elects to write a thesis in order to meet the requirements for the MBA degree. A thesis candidate enrolls for six hours of credit. During the first term the thesis candidate will meet with the Thesis Program Director and will receive guidance relating to the overall thesis requirement. He will then set about to select and develop a suitable problem for thesis research, do preliminary research and prepare a preliminary thesis proposal. Finally, a detailed plan for the final research effort and a workable writing plan are prepared. The primary intention of this first part of the thesis requirement is to prepare the student for an assignment to an appropriate faculty member who will direct the research and writing of the formal thesis.

Richard B. Maffei

Mh 892 Thesis II (F, S; 3)

Upon successful completion of the requirements of Thesis I, the student will register for the additional three credit hours in a subsequent term. In this stage, the student works under the direction of the assigned thesis advisor. All thesis candidates will maintain contact with the Thesis Program Director concerning necessary arrangements for scheduling thesis presentations and for completing thesis requirements.

Richard B. Maffei

Mh 896 Directed Readings (F, S; 3)

Where a student wishes to pursue study in an area not available to him in regularly scheduled courses, he may propose an independent readings project. In such cases, the student must contact a faculty member who has necessary background in the area. Together they will agree on a list of appropriate readings. In some instances, it will be necessary for the student to pursue a literature search as a preliminary step in the preparation of the readings list. When agreement is reached, the faculty member assumes responsibility for directing the readings project and for evaluating results through oral or written examination.

Richard B. Maffei

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MANAGEMENT: MARKETING

Mh 898 Directed Research (F, S; 3)

A student may propose to a faculty member an independent research project. In such cases, the student must submit a written proposal to the faculty member and to the Dean. If approved, the student will proceed with the research project under the direction of the faculty member. The project will normally include the proposal, a working plan, a presentation, and a written report. On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors. Assignment of credits (3 or 6 credits) will depend on the scope of the research project and will be determined on the basis of the research proposal.

Richard B. Maffei

Management: Information Systems (Mi)

Mi 802 Management Information Systems (S; 3)

The overall objective of this course is to provide a systematic insight into the problem of identifying an organization's recurring information requirements which facilitates the decision-making process. Particular emphasis will be given to the analysis of problem situations and the designs of attendant information systems necessary to meet these problems. While some attention is given to the technical nature of information processing no extensive previous computing experience is necessary. Instead, efforts will be directed toward managerial measures such as adequacy and cost. As technical issues arise they will be treated via class instruction and supplementary readings.

C. Peter Olivieri

Mi 803 Analysis and Approach to Systems Design (F; 3)

This course is the first of a two part sequence intended to develop skills in designing information systems. On one level, attention will be focused on MIS from the three following viewpoints: the systems analyst, the Data Processing Manager and top management with emphasis upon what each stresses as relevant regarding the needs, objectives, design, implementation, use and control of MIS and its role in decision making. Secondly, emphasis will be placed on the technical analysis and development of information systems as preparation for being able to "do it" not just talk about it intelligently. Topically, the coverage is: the general framework of MIS within the management structure; the structure of MIS: hardware; software; operating systems; file structures; evaluation and selection of computers; analysis; design; on-line systems; and organizational impact.

C. Peter Olivieri

William Griffith

Mi 804 Development and Implementation of Management Information Systems (S; 3)

Prerequisite: MI 803 or permission of instructor.

As a follow-on to the material on systems analysis contained in MI 803 this course will require the design of a mini-information system. After reviewing both gross and detailed design concepts, the student will become involved (either alone or in groups) in searching out, designing and implementing a management information system. Class time will be devoted both to group project meetings and to an interactive discussion of some of the following topics: system inputs and outputs; project planning; developing the data base; modeling the system; software preparation; testing; evaluating and implementing the system.

C. Peter Olivieri

F. Paul Fuhs

Management: Law (Mj)

Mj 021 Introduction to Law and Legal Process (F, S; 3)

An introduction to law, legal institutions, and the legal environment of business. A study of the United States Constitution, common law, and statutes as sources of law. A study of courts, quasi-courts and administrative agencies as remedial agencies. The substantive law of contracts.

The Department

Mj 147 Constitutional Law (F, S; 3)

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and the role of the Court in shaping social, economic and political policy.

William B. Hickey

Mj 148 International Law (F, S; 3)

The course will be an attempt to select among issues of international law those which can offer to the student valuable perspectives on the law of nations, on its uses in international relations and transactions, its relevance to the contemporary world, notably its importance for the strengthening of world peace and security.

The course includes a series of lectures as well as sessions devoted to moot court trials or other simulation exercises.

Phillippe deLacoste

Mj 151 C.P.A. Law (F, S; 3)

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trust and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations.

Department

Mj 152 Labor Law (F, S; 3)

Introductory considerations pertaining to organized labor in our society. Examination of the processes for establishing collective bargaining, including representation and bargaining status under the National Labor Relations Act. Class discussion of the "leading" cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Students are required to submit a research paper on a current Labor Law topic.

David P. Twomey

Mj 154 Insurance (F, S; 3)

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a potential buyer who is trying to solve a given problem, and who realizes that his answer may lie in insurance, mutual funds, etc.

Frank J. Parker, S.J.

Vincent A. Harrington

Mj 156 Real Estate (F, S; 3)

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the "how-to-do-it" approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc.

Frank J. Parker, S.J.

Vincent A. Harrington

Mj 160 The Law of Finance (F, S; 3)

A study in depth of the legal problems concerned with the transfer of negotiable instruments. Includes the types, usage and legal obligations of the parties to these instruments. The core of the course is the Uniform Commercial Code as it affects commercial transactions.

The Department

Mj 161 Corporations (F, S; 3)

The course examines the legal aspects of the modern business corporation involving a comparative study of partnerships and other unincorporated associations. The course treats of the formation of a corporation, the insurance and transfer of securities, corporate powers, the duties of directors, voting trusts and the impact of SEC and tax legislation.

Alfred E. Sutherland

Management: Marketing (Mk)

Mk 021 Basic Marketing (F, S; 3)

This course will present an overview of the full range of activities involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the product and service mix, distribution mix, communication mix, and pricing mix will be considered.

Wallace Feldman

Joseph Gartner

John T. Hasenjaeger

Robert D. Hisrich

Joseph D. O'Brien

Michael Peters

Charles L. Vaughn

Mk 028 International Business Management (F; 3)

International Business Management is an in-depth analysis of the environment in which international business decisions are made. This is not a functionally oriented course that has its major emphasis in the analysis and solution of specific functional problems. Rather, a major focus of the course is to create sensitivity within the student to the problems and issues created because modern business is conducted in an international environment. A sensitivity to this field of knowledge is useful for students in almost all areas of specialization. One would be hard pressed to identify a major segment of our society that is not affected by the international transfer of men, resources, capital and knowledge. International Business Management calls upon a multiplicity of disciplines to create a broad understanding of the subject matter. Concepts from Economics, Political Science, Anthropology, Sociology and Management are integrated into the course.

Not offered 1975-76

Mk 111 Distribution Channels (S; 3)

This course is intended to look at the broad subject of distribution. It will view the field of distribution from the economic, functional, institutional and behavioral perspectives. The content here covers the traditional subjects of transportation, logistics, warehousing and system design; along with some of the contemporary issues such as behavioral dimensions, channel management and new methods of distribution. In presentation a balance is kept between theory, applications and analysis.

Mk 112 Social Issues in Marketing (F, S; 3)

This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consumerism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems.

John T. Hosenjoeger

Mk 152 Consumer Behavior (S; 3)

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Michael Peters

Mk 153 Retailing (F, S; 3)

This introductory course is intended for students exploring the possibility of retailing as a career choice. It is suitable as an elective for a School of Management student, whether a marketing major or not, and is equally applicable to a non-School of Management student who wishes to gain some insight into the nature, scope and management of retailing. There are no prerequisite courses in marketing, accounting or economics. Concepts from these areas are integrated into the course at a non-technical level. The course covers basic topics in the history, structure and environment of retailing, merchandising, buying, control and accounting, pricing, promotion, organization, management, and retailing as a career. A text, lectures, outside speakers, possibly some programmed learning aids and case materials will provide the basic instructional materials.

Wollocke Feldmon

Mk 154 Communication and Promotion (S; 3)

This course deals with the communication function in marketing. It begins with an explanation of the nature of promotion, its role in the marketing mix, the environmental context in which it is carried out, and the behavioral concepts which shape promotional decisions. The second section of the course examines the effects of mass communication and personal communication in influencing attitudes, and the role of communication in the diffusion and adoption of innovations. The third section deals with concepts of

market segmentation and the selection of appropriate recipients for promotional efforts. The final part of the course examines the tools of the promotional mix in terms of the conceptual frameworks previously developed. It covers messages, mass media, personal selling, and ancillary promotional materials. The course employs a text, additional readings, lectures, discussions and case material. While this course is primarily focused on the needs of marketing majors, it is suitable as an elective for any School of Management student, and for other students interested in communication and the persuasive process. The fundamental material is as applicable to the needs of non-profit institutions as it is to commercial enterprises.

Wollocke Feldmon

Mk 155 Sales Management (S; 3)

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of promotion and other departments of business; and providing aids for distributors.

Joseph D. O'Brien

Mk 157 Personal Selling (F; 3)

This course is an introduction to the most significant promotional force of all – personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salesmen. This course is suitable for students whose main interest is marketing, for those who train salesmen, and for those who look forward to selling careers with established firms or on their own.

Joseph D. O'Brien

Mk 158 New Product Development (S; 3)

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies from the point of a new product's conception to its death after a successful life span. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

Michael Peters

Mk 159 Profitable Strategies For Business Franchising

This is the basic course in Business Franchising wherein readings and discussions will be focused on the broad topic of – What are the basic ingredients in profitable franchise operations? This topic will be viewed from both the franchisor and franchisee's points of view. Specifically, the students will be taught what mistakes should be avoided in franchising and how profitable franchise operations did become successful. In addition to the text (written by Dr. Vaughn), case histories, lectures and class discussions will be used to cover this dynamic form of business enterprise.

Charles L. Vaughn

Mk 205 Quantitative Marketing (S; 3)

This course will emphasize quantitative approaches to the formulation of marketing problems and the analysis of marketing decisions. Attention will be given to the analysis of marketing data, employing both parametric and non-parametric analytical techniques, and the building and applications of models in marketing decision making.

Robert D. Hisrich

Mk 253 Basic Marketing Research (F; 3)

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented – from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the correct methodology for solving marketing problems.

John T. Hosenjoeger

Mk 254 Applied Marketing Research (S; 3)

Prerequisite: Marketing 103 or its equivalent.

This course involves the application of marketing research techniques to actual problems. Specific attention is focused on proper problem definition, sample and form design, and correct interpretation procedures. The problems can be worked upon either in small

teams (not exceeding three students) or as individual projects. Data processing equipment will be made available whenever needed.

John T. Hosenjoeger

Mk 256 Applied Marketing Management (F, S; 3)

Marketing decisions are made in a competitive environment through a simulated decision game. Participants are required to organize the company, set goals, and develop marketing plans. Decisions pertaining to products, advertising, sales force, price, research, etc., are made by drawing on principles from previous courses. Selected cases are used to supplement the simulation exercise.

Joseph Gortner

Mk 299 Individual Study (F, S; 3)

An individual study course offered by the department requiring permission of the Chairman.

Mk 705 Management Operations – Marketing (F, S; 3)

Emphasis is placed on familiarizing students with existing analytical techniques useful for marketing decision-making. Applications of these analytical techniques are illustrated for such decision areas as pricing distribution, forecasting, choice of markets, and control problems. Readings from original sources and independent research applying analytical techniques discussed during the semester are required.

Robert D. Hisrich

Mk 801 Marketing Research (F; 3)

Marketing research is concerned with the methods and techniques of securing information essential to the efficient solution of marketing problems. Subjects include research design, data collection methods, planning research, sampling, analysis and the applications of research to the task of managing the marketing effort. Actual case projects will be developed in this course.

Robert D. Hisrich

Mk 802 Quantitative Marketing (S; 3)

This course will concentrate on marketing problems emphasizing quantitative approaches to the analysis of decisions. Attention will be given to analysis of data, techniques of models, and techniques of forecasting. Limited mathematics background is required.

Robert D. Hisrich

Mk 803 New Product Development (F; 3)

Since more concern is being given to developing successful products, this course will cover such areas as the history of successful and unsuccessful new products, product testing, product acceptance or diffusions, and product management. To supplement class discussions and lectures, a project involving the student development of a full marketing plan for an actual new product will be utilized to enable students to see the practical implications and problems of new product development.

Michael Peters

Mk 804 Consumer Behavior (S; 3)

This course is designed to give attention to the need for understanding and explaining the consumer decision-making process. The objectives in meeting the needs of both practitioners and theorists will be to: (1) explore and evaluate an extensive body of research evidence from marketing and the behavioral sciences; (2) to advance generalizations or propositions from this evidence; (3) to assess the marketing implications of the various processes and facets of consumer motivation and behavior; and (4) to pinpoint areas where research is lacking.

Michael Peters

Mk 805 Marketing Cases (F; 3)

The case study method of teaching attempts to simulate the real-world environment in which managers must make decisions. The cases used in this course are all real – based on problems and events that actually took place. The student is cast in the role of decision maker; he is required to gain a firm grasp of the facts of a situation, use judgment in separating relevant information from the total data presented, propose alternative courses of action, and recognize the problems involved in implementing the decisions made. He is often required to assess the judgments and opinions expressed by people in a case. Cases do not teach clear-cut solutions; rather, they develop skill in the process of problem solving. This course will use a series of cases, supplemented by a variety of relevant readings from recent marketing literature. It is open as an elective to all students who have taken Mk 705. Students who have had basic marketing courses (1 year) and/or marketing experience may request permission to take this course in place of Mk 705.

Wollock Feldmon

Mk 806 Sales Management (S; 3)

This course will cover the planning, direction and control of selling activities including the recruiting, selection, training, supervision, and compensation of the sales force; establishment of quotas; measuring sales performance; coordinating sales activities with advertising and with other departments of the business. Both theory and case materials will be introduced in this course.

John T. Hosenjoeger

Mk 807 Profitable Strategies For Business Franchising

In this course, franchising – as a method of conducting business – will be viewed from the franchisor's and the franchisee's point of view. What is a franchise? – how to start a franchise? – how to buy a franchise? – what mistakes are commonly made by both the franchisor and franchisee? – are typical areas covered in this course. An analysis of successful and non-successful franchise operations will be extensively covered. Original literature in the field will be studied in depth. Finally, the future of this mode of conducting business will be investigated.

Charles L. Voughn

Mk 808 Marketing Communication and Promotional Strategy (F; 3)

This course deals with promotion, the communication process in marketing. It is concerned with the major promotional tools, namely advertising, personal selling, sales promotion, public relations and publicity, in terms of their roles in the marketing mix, and it examines the complex of managerial decisions involved in employing the various promotion elements. The focus is on understanding the communication process and applying communication tools in a marketing context.

The course begins with the nature and functioning of the promotion mix elements. It proceeds to examine the communication process, the effects (or non-effects) of mass and personal communication, and the complex interaction of audience, message, source and medium in producing a given result.

The second half of the course focuses on the promotion campaign from a managerial viewpoint. Topics covered include campaign strategy formulation, budget allocation, message platform evaluation, media choices, and the measurement problems involved in assessing campaign results. The role of advertising agency and problems in agency selecting and use are also discussed.

Instructor – Wollock Feldmon

Mathematics (Mt)

Mt 002-003 Introduction to College Mathematics I, II (F, S; 3, 3)

These courses are intended as preparation for calculus courses. Topics generally include real numbers, linear equations, quadratic equations, coordinate geometry and trigonometry. Enrollment is restricted to students whose high school background is deficient. Permission to enroll is required.

The Department

Mt 004-005 Introduction to Finite Mathematics I, II (F, S; 3, 3)

This course sequence is for students in the humanities, the social sciences, and the School of Education. Topics include elementary logic, set theory, probability theory, vectors and matrices.

The Department

Mt 006-007 Ideas in Mathematics I, II (F, S; 3, 3)

This course sequence is for students in the humanities and social sciences. It is designed to introduce the student to the spirit of mathematics through the study of a variety of topics. The emphasis is on mathematics as a working discipline, its beauty and vitality. Topics will be from elementary number theory, elementary geometry and topology, computer programming and other areas as time permits.

The Department

Mt 008-009 Computers, Man and Society I, II (F, S; 3, 3)

This course sequence is for students in the humanities and social sciences. It is designed to introduce the student to the spirit, possibilities and limitations of the present technological revolution in computers and artificial intelligence. The course will begin with elementary computer programming (using Boston College's terminal facilities). It will then consider how a computer works. Then the following questions will be considered in depth: Is the brain a computer? Can machines think? Are there limits to the abilities of computers? Finally the course will consider the uses of computers and the implications for society.

The Department

Mt 014-015 Analytic Geometry and Calculus I, II (F, S; 3, 3)

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

The Department

Mt 072-073 Mathematics for Management Sciences I, II (F, S; 3, 3)

This course sequence is for students in the School of Management who have an average background in mathematics. Topics covered include an elementary treatment of analytic geometry, the differential and integral calculus, matrix algebra, and probability.

The Department

Mt 090-091 Mathematics for Elementary Teachers I, II (F, S; 3, 3)

This course sequence includes a detailed development of the real number system and its properties, ancient and modern systems of numeration, functions and their graphs, set theory and structure of algebra. Related ideas and activities for the elementary classroom will be considered a formal part of the course content.

The Department

Mt 100-101 Calculus I, II (F, S; 3, 3)

This course sequence is primarily for students majoring in a natural science and those in the premedical program. It is a course in the calculus of functions of one variable. Topics covered include differentiation with applications, plane analytic geometry, integration with applications, transcendental functions, and methods of integration.

The Department

Mt 102-103 Introductory Analysis I, II (F, S; 4, 4)

This course sequence is for students majoring in Mathematics. Topics covered include a treatment of the algebraic properties of the real number system, functions, analytic geometry of the line and the conic sections, limits and derivatives, the analytic properties of the real number system, integration, and applications of the derivative and integral.

The Department

Mt 112-113 Introductory Analysis (Honors) I, II (F, S; 4, 4)

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic properties of the real number system, a brief treatment of analytic geometry, limits and the analytic properties of the real number system, properties of continuous functions, differentiation, integration, elementary functions, and applications of the differential and integral calculus.

Mt 174-175 Calculus for Management Sciences I, II (F, S; 3, 3)

This course sequence is for students in the School of Management who have taken Mt 072-073 or have a good background in high-school mathematics. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applications of each of these topics to business and economics.

The Department

Mt 200-201 Intermediate Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 100-101.

This course sequence is a continuation of Mt 100-101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, an introduction to differential equations, and infinite series, including power series.

The Department

Mt 202-203 Multivariable Calculus I, II (F,S; 3,3)

Prerequisite: Mt 102-103.

In this course the differential and integral calculus of functions of one variable is generalized to vector valued functions of several variables. The course begins with vector algebra and higher dimensional analytic geometry. The main topics are: the differential calculus of curves in \mathbb{R}^n , potential functions and vector fields; multiple integration; and an introduction to differential equations.

Mt 212-213 Multivariable Calculus (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 112-113.

Enrollment in these courses is limited to those students whose work in Mt 113 has been of honors quality. Topics covered include vector-valued functions including some elementary differential geometry of curves and surfaces, multiple integrals, infinite series, and an introduction to differential equations.

Mt 215 Elementary Linear Algebra (S; 3)

This course is usually paired with Mt 214 even though Mt 214 is not a prerequisite. Topics include matrices, vector spaces, determinants, linear equations and applications.

Mt 216-217 Introduction to Linear Algebra (F, S; 3, 3)

These courses form an introductory and required algebra sequence for mathematics majors and are normally taken in the sophomore year. Topics include: vector spaces, fields, matrices, linear mappings, inner products, determinants, eigenvectors and eigenvalues.

Mt 220 Introduction to Statistics (F, S; 3)

Prerequisite: High School Algebra.

Aimed primarily at the needs of psychology, sociology, nursing, and other non-physical-science students, this course will cover the basic statistical measures in general use and give the student enough understanding of the statistical approach and the basic methods to permit him to understand the professional papers in his field. The approach will as much as possible be the "problem-solving approach": "Given this data, what does it mean? Given this hypothesis, how would you go about testing it?"

Mt 290 Number Theory for Elementary Teachers (F; 3)

Prerequisite: Mt 090-091.

This course will cover prime numbers and their properties including the prime factorization theorem, divisibility and divisibility rules, division and Euclidean algorithms, modulo systems and congruences, diophantine equations. Stress will be placed on the wealth of motivational problems from the history of number theory appropriate for use at the elementary level.

Mt 291 Geometry for Elementary Teachers (S; 3)

Prerequisite: Mt 090-091.

This course will cover historical aspects of geometry, relevant selections from non-metric geometry, metric geometry, analytic geometry, transformation geometry and introductory concepts in topology. The mathematics of the geoboard and other devices for teaching geometric topics creatively will be included.

Mt 300-301 Advanced Calculus for Scientists I, II (F, S; 3, 3)

Prerequisite: Mt 201.

This course sequence is for students in the natural sciences. It includes the solution of differential equations of first and higher order; among the methods of solution discussed are variation of parameters, operators, and matrices. Other topics included are eigenvalues and eigenvectors, line and surface integrals, change of variable in multiple integrals, Green's theorem, indeterminate forms, sequences and series, and Fourier analysis.

Mt 302-303 Mathematical Analysis I, II (F, S; 3, 3)

Prerequisite: Mt 203 or Mt 213.

Topics covered include a systematic treatment of sequences and series of real numbers and of functions. Metric spaces are introduced along with the notions of continuity in metric spaces, compactness, connectedness and completeness. Other topics may be covered as time permits.

Mt 312-313 Mathematical Analysis (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 213.

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302-303.

Mt 316-317 Introduction to Linear Algebra (Honors) (F, S; 3, 3)

A basic introduction to some of the main notions of linear algebra: vector spaces, linear transformations, matrices, determinants, eigenvalues and inner product spaces. Applications to systems of linear equations. Geometric interpretations will be stressed. This course is designed to introduce the student to abstract algebra in a fairly concrete setting.

Mt 390 Introduction to Computer Programming (F; 3)

This course consists of an introduction to programming using PL/1.

Mt 404 Calculus of Finite Differences (F; 3)

Prerequisite: Calculus.

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary equations.

Mt 405 Actuarial Mathematics (S; 3)

The contents of this course emphasize, for the most part, problem-solving techniques in the non-calculus areas of mathematics and should be of special interest to those preparing for careers as actuaries. Topics covered include complex numbers, elementary sequences and series, and elementary theory of equations

Mt 410 Intermediate Differential Equations (F; 3)

Prerequisites: Linear Algebra and Mt 203.

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

Mt 411 Introduction to Applied Mathematics (S; 3)

Prerequisites: Linear Algebra and Mt 203.

A careful study of a few selected physical problems is made; developing, among other topics, expansions in Fourier series, boundary value problems, the calculus of variations.

Mt 412-413 Introduction to Computer Science I, II (F, S; 3, 3)

Topics in: FORTRAN, basic computer functions, basic machine language, elementary compiler-assembler principles, sub-routines, data file structures.

Mt 414 Numerical Analysis (S; 3)

Prerequisite: Mt 201 or Mt 203.

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

Offered biennially, 1977-1978.

Mt 420 Probability and Statistics (S; 3)

Prerequisite: Mt 201 or Mt 203.

This course, introductory in nature, is directed at those who expect to teach elements of probability and statistics. It is open to any mathematics and science major if they have not taken Mt 426. Topics to be covered include axiomatic approach to definition of probability, independence and conditional probability, probability and distribution functions of random variables over discrete and continuous sample spaces, central limit theorems, hypothesis testing.

Mt 426 Probability (F; 3)

Prerequisite: Mt 203.

A general introduction to modern probability theory. Topics studied include discrete and continuous sample spaces and distributions, the distribution of functions of random variables, and the Poisson limit and central limit theorems.

Mt 427 Mathematical Statistics (S; 3)

Prerequisite: Mt 426.

Measures of central tendency and variability will be treated very briefly. Random sampling from normal and non normal populations. Estimation of parameters. Maximum likelihood estimates. Use of normal, chi-square, Student's t , and F distributions and tables in obtaining confidence intervals for popular statistics, and testing hypotheses with "one-tail", or "two-tail" tests according to the alternate hypothesis set up by the investigator. Correlation and Regression.

Mt 430 Introduction to Number Theory (S; 3)

Prerequisites: Mt 216, 218.

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

Mt 435 Mathematical Programming I—Linear Programming & Game Theory (F; 3)

An introduction to the theory, techniques, and applications of Linear Programming & Game Theory. Topics studied from Linear Programming include a general discussion of linear optimization models, the theory and development of the simplex technique, degeneracy, and duality. Other topics in programming such as integer programming, problems with bounded variables, and sensitivity analysis are also considered. Topics studied from Game Theory include utility theory, two-person zero-sum games, the concept of a solution, the relationship to Linear Programming and the Fundamental Theorem of Game Theory, and two-person non-zero-sum and n -person games. This course and its sequel, Mt 436, are designed to demonstrate how mathematical theory can be developed and applied to solve problems from business, economics, and the social sciences.

Mt 436 Mathematical Programming II—Network Flow and Dynamic Programming (S; 3)

Prerequisite: Mt 435

Topics studied in network flow problems include the max-flow, min-cut Theorem, the simple and general assignment problems, and the transportation and transshipment problems. The general approach of dynamic programming is demonstrated by means of examples drawn from business and economics, and the theory of the limiting behavior of models with unbounded horizon is developed. Both deterministic and stochastic models are discussed, with the stochastic models providing an introduction to Markov Chain Theory.

Mt 440-441 Topology I, II (F, S; 3, 3)

Prerequisite: Mt 202-203.

The first semester is a course in point-set topology including metric spaces, topological spaces, the separation axioms, constructions with topological spaces, compactness and connectedness. The second semester will consist of material from one of the following areas: algebraic topology (homology or homotopy theory), differential topology, differential geometry.

Mt 451 Modern Geometry in Perspective (F; 3)

Prerequisites: High school plane geometry; a year of Calculus and some Linear Algebra are desirable, but not indispensable.

The evolution of geometric ideas and concepts of physical space from ancient times to the present. Emphasis will be placed on the interplay between geometric theory and man's view of the universe. Although the course adopts a historical perspective, mathematical theory is presented and discussed throughout. The intent is to show where geometry fits into the stream of mathematical thought, how it evolved, and how it has affected man's conception of physical space and time.

Topics selected from among the following: earliest geometry in Mesopotamia and Egypt, Greek geometry and cosmology, the axiomatic method and logical defects in Euclid's *Elements*, history of the parallel postulate and the discovery of non-Euclidean geometry, Lobachevskian geometry and its implications for the study of physical space, models for non-Euclidean geometries, Gauss's surface theory, Riemannian geometry, the theory of relativity and the geometric structure of the universe.

Mt 460 Computer Programming and Mathematical Analysis (S; 3)

Prerequisite: Mt 102-103 or an equivalent

This course consists of an introduction to computer programming using PL/I. Examples to be programmed will be drawn from the calculus, linear algebra, statistics, etc. Each student will be expected to select and complete a project in some area of mathematics.

Mt 699 Reading (F, S; 3)

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairman or Assistant Chairman. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

Mt 802-803 Analysis I, II (F, S; 3, 3)

The primary purpose of this course is to emphasize the basic ideas and results of calculus. A secondary objective is to provide an introduction to abstract analysis. The course starts with an axiomatic introduction of the real number system with emphasis on the com-

pleteness property; convergence and continuity are studied in the context of a metric space; theoretical aspects of differentiation and integration are treated carefully.

Mt 812-813 Functions of Real Variables I, II (F, S; 3, 3)

Prerequisite: Mt 802-803 or the equivalent.

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Basic results in functional analysis.

Mt 814-815 Theory of Functions of a Complex Variable I, II (F, S; 3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

Mt 816-817 Modern Algebra I, II (F, S; 3, 3)

Prerequisite: An introductory course in modern algebra.

This course will study the basic structures of modern algebra from a more abstract point of view than that of Mt 316-318.

Mt 818-819 Abstract Algebra (F, S; 3, 3)

Prerequisite: Mt 316-318 or the equivalent.

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

Mt 860 Mathematical Logic (F; 3)

The propositional calculus. First order theories. Gödel's completeness theorem. First order arithmetic. Gödel's incompleteness theorem.

Mt 861 Foundations of Mathematics (S; 3)

Prerequisite: An introductory course in mathematical logic or the consent of the Instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Mt 899 Reading and Research (F, S; 3, 3)

By arrangement

The Department

Mt 900 Thesis Seminar (F, S; 3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

By arrangement

The Department

Mt 901 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Mt 902-903 Seminar (F, S; 0, 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

By arrangement

The Department

Mathematics Institute (Mt)

Mt 782-783 NSF Motion Geometry (F, S; 3, 3)

This course will develop a modern approach to the treatment of geometry in the elementary grades. It will combine content with recommended laboratory activities. Teacher participants will be expected to experiment with course materials in their classrooms.

Stanley J. Bezusko, S.J.
Margaret J. Kenney

Mt 790 NSF Seminar (F, S; 3)

This course is intended to create interest and stimulate the student in several areas of mathematics. The main objective here is to assist each student in selecting and developing a topic for his/her major paper.

Stanley J. Bezusko, S.J.
Margaret J. Kenney

Music (Mu)

Mu 059 Music in Western Civilization (F; 3)

A general introduction from Gregorian Chant to Stravinsky.

C. Alexander Peloquin

Mu 060 Survey of the History of Western Music (F, S; 3)

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles, and ideas as utilized by the great composers.

Olgo Stone

Mu 068 Basic Piano (F, S; 3)

Students will learn to read F and G clefs, to understand the significance of time, meter, rhythm, tempo. The student will prepare to play 4-part harmony at the piano.

The Department

Mu 070 Music Theory I (F, S; 3)

Prerequisite: Mu 068

Development of musicianship through listening and keyboard problems. Chord grammar developed through harmonization of melodies and figured basses. Introduction to systematic study of form.

Hugo Norden

Mu 071 Music Theory II (S; 3)

Prerequisite: Mu 070

Intermediate level work in structural hearing and applied keyboard harmony; beginning work in score reading. Introduction to instrumentation, properties of wind and brass instruments. Formal and compositional idioms of the late Baroque.

Hugo Norden

Mu 072 Music Theory III (S; 3)

Prerequisite: Mu 070 and Mu 071

Diatonic and chromatic harmony, form, and analysis.

To Be Announced

Mu 073 Counterpoint I (S; 3)

Prerequisite: Mu 070

Strict counterpoint in two, three, and four parts. The five species approach. Imitation and double counterpoint.

To Be Announced

Mu 161 Music and the Theatre (S; 3)

From Monteverdi's *Orfeo* to the super romantic music dramas of Wagner; from Carl Orff's *Carmino Burono* to *West Side Story* of Bernstein.

C. Alexander Peloquin

Mu 162 Modern Music (F; 3)

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas – a full spectrum of the sounds of the 20th Century.

C. Alexander Peloquin

Mu 163 Music in the Americas (S; 3)

From Billings, Ives, Gershwin, Ellington, Copland to Chavez and Villa-Lobos – modern romantics, iconoclasts and liberals of the United States, Mexico, and South America.

C. Alexander Peloquin

Mu 165 Beethoven (F; 3)

All the symphonies. Representative sonatas and quartets from the three major periods, covered in general listening.

John R. Willis, S.J.

Mu 170 Brahms (S; 3)

His life and works.

Not offered 1976-77

John R. Willis, S.J.

Mu 171 Wagner (S; 3)

His life and works.

John R. Willis, S.J.

Mu 172 Music of the Baroque (F; 3)

Music in 17th and 1st half of 18th centuries; from Monteverdi and Schütz to Bach and Handel. Rise of new forms and growth of instrumental music; opera, oratorio, cantata, trio-sonata, solo sonata, concerto, concerto grosso, the aria, the dance suite, the fugue.

Not offered 1976-77

Olgo Stone

Mu 173 Piano Music from Bach to the Present (F; 3)

A comprehensive survey of keyboard music from the Baroque, Classical, Romantic and Contemporary periods including Mozart, Beethoven, Chopin, Debussy and others.

Not offered 1976-77

Olgo Stone

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NURSING

Mu 174 Music of the Classical Period (F; 3)

The formulation of the classic principles of construction by Joseph Haydn with reference to contributions of C.P.E. Bach and the Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven. *Olgo Stone*

Mu 175 The Beethoven Symphonies (F; 3)

A thorough examination of the nine symphonies including analysis, form, and style with reference to Beethoven's related works within each of the three periods.

Not offered 1976-77

Olgo Stone

Mu 176 Music of the Romantic Era (S; 3)

Changing concepts of the symphony after Beethoven; the Romantics' approach to form. Study of the major symphonies, instrumental, and chamber works from Schubert to Richard Strauss.

Olgo Stone

Mu 178 The Impressionist School (S; 3)

Study of stylistic changes in orchestral, instrumental, and chamber music from Debussy to Stravinsky. *Olgo Stone*

Mu 183-184 Piano Performance (F, S; 3, 3)

Private Piano lessons. Tutorial fee of \$260 per semester. One hour per week by Musician in Residence for selected students, a recital each semester.

By arrangement

Olgo Stone

Mu 299 Reading and Research (F, S; 3)

Supervised reading within specific areas, for the solution and expansion of individual projects. This course may be taken only with the permission of the Director.

By arrangement

The Department

Mu 303 Bach and Beethoven... The Titans (F; 3)

Perusal of the ideals of the Baroque through the works of its greatest master and comparison with ideals of classical Romanticism as developed by Beethoven. Examination of form and style through major works of each. *Olgo Stone*

Nursing (Nu)

Nu 047 Values in College Life (F; 1)

The course is designed to explore, to create, and to deepen values in college life.

Nu 048 Interpersonal Relations (S; 2)

The course is designed as a synthesis of theology, morality and psychology. Principles, concepts, and operational skills essential to the development of freedom, insight, and a creative style of participation in qualitative living are emphasized.

Nu 057 Seminar on Professional Expansion and Educational Direction (F, S; 1)

The seminars are constructed to explore systematically perceptions, thoughts, and feelings about nursing and professional goal attainment through education. It explores the series of interactions in which the R.N. student will engage and the resultant influence on self-concept and role-identity. Skills, process, and outcomes of expanding professional awareness will be stressed.

Nu 070 Scope of Human Development (F, 3)

Prerequisites: All required freshmen courses.

This course will identify the major issues in growth and development from conception through senescence of individuals and groups. Maturational, psychoanalytic, behavioral and cultural theories will be presented. Planned observation will be concurrent with theoretical content.

Nu 071 Scope of Human Development (S; 3)

Prerequisite: Nu 070

Nu 080 Pathophysiology (F, S; 3)

Prerequisites: Bi 130, 131, 132, 133; Ch 101, 102, 103, 104.

This course presents an integrated approach to human disease. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicates alterations in the controlling mechanisms of the body. The course is designed to provide the student with an understanding of the basic processes of pathogenesis and their interrelationships. The concepts presented will enable the student to view disease as a dynamic state resulting from a number of causative factors.

Nu 130-01 Primary Preventive Intervention (F, S; 9)

Nu 130-02 Primary Preventive Intervention – R.N. (F, S; 5)

Prerequisites: All freshman- and sophomore-level courses.

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals and groups at all developmental stages. Emphasis will be on the knowledge and skills needed to discriminate health from illness to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health.

Nu 134-01 Nursing Methodology (F, S; 3)

Nu 134-02 Nursing Methodology – R.N. (F, S; 2)

Prerequisite: Nu 130.

This course focuses on the process of determining potential or actual health care needs of clients and the design, implementation, and evaluation of nursing care.

Nu 170 Advanced Leadership Skills (F; 2)

Prerequisite: Nu 048; Senior Nursing Student

This course is designed to develop a model of leadership. An in-depth study is made of ten leaders. Attention is given to the integral and emergent attributes of a leader.

Offered at the discretion of the School of Nursing.

Helen Monock

Nu 200-01 – 204-01 Secondary Preventive Intervention I, II (F, S; 9, 9)

Nu 200-02 Secondary Preventive Intervention – R.N. (F, S; 3)

Nu 204-02 Secondary Preventive Intervention – R.N. (F, S; 4)

Prerequisites: Nu 130, 134.

The study of nursing at that level of health promotion which focuses on the restoration of health and limitation of disability with clients having an acute illness at all developmental levels. Through the utilization of the nursing process, the student will facilitate the client's adaptation to the stress of illness.

Nu 206 Systems of Health Care (F, S; 3)

Prerequisites: Nu 130, 134.

This course deals with an introduction to general systems as an organized theory. It focuses specifically on health care systems within which clients and families receive care. The student will analyze the delivery of health care and its influence upon practitioners and consumers.

Nu 210 Introduction to Strategies for Change (F, S; 3)

Prerequisite: Nu 200.

An orientation to the strategies for planned change in health care systems. Through the delivery of nursing care the student will begin to apply concepts of change theory with individual clients.

Nu 214 Introduction to Research (F, S; 3)

Distinctions between the scientific method and other problem-solving processes are considered. The research process is explored.

Nu 220-01 Tertiary Preventive Intervention (F, S; 6)

Nu 220-02 Tertiary Preventive Intervention – R.N. (F, S; 4)

Prerequisites: Nu 200, 204.

The study of nursing at that level of health promotion which assists the clients in their return to optimal health within their system of limitation. Emphasis will be on the development of knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

Nu 224 Advanced Clinical Nursing Practice (F, S; 6)

Prerequisites: Nu 200, 204, 214.

This course provides the opportunity for the students to select an area of interest in which to refine and develop further their skills and knowledge of a particular clinical problem. The theoretical aspects of the course focus on advanced concepts from all levels of prevention. The students will complete a study of a clinical problem and articulate their knowledge and clinical skills with peers, instructors, and clinical colleagues.

Nu 299 Readings and Research: Independent Study (F, S; 1-3)

Prerequisites: Senior nursing student, GPA 3.0 or above, permission of faculty member and undergraduate curriculum committee.

Opportunity for eligible students to pursue an area of interest in nursing under direction of an individual faculty member. Proposals must be submitted to faculty member at least one week before the preregistration for the semester in which the study will be undertaken. The guidelines and protocol for independent study that must be followed are available in the Office of the Dean.

Nu 300 Issues in Nursing (F, S; 3)

Prerequisites: Sophomore-level nursing courses.

The course will orient the professional nurse to major issues in the health field. Economic, social, and educational trends, past and present, and their influence on nursing are discussed. Rights and obligations of professional status within nursing is emphasized.

Offered at discretion of department. *Laurel Eisenhauer*

Nu 301 Health and Illness in Minority Communities (F, S; 3)

Prerequisites: Senior nursing student or consent of instructor.

The purpose of this course is to bring the student into a direct interface between the minority (Black, Chicano, Puerto Rican, and Indian) consumer and the American Health Care Delivery System. The course content will include discussion of the following topics: the perception of health and illness among health care providers and minority consumers; the cultural and institutional factors that affect their (the consumer) access to and use of health care resources; their health care practices; their ways of coping with illness and related problems; and the manner in which they and their problems have been depicted in the literature (e.g., the works of Lewis, Kiev, Clark...) and its implications.

Offered at the discretion of the School of Nursing.

Rachel Spector

Nu 320 Victimology and Crisis Counseling (S; 3)

The course concerns itself with the situational problems of victims, with special attention given to rape victims. Case material relevant to the emotional, physical, social and legal aspects of assault will form the basis of the lecture and seminar material. Emphasis will be on the assessment, diagnosis, and management of the crisis situation and specific counseling techniques useful in victim counseling.

Ann W. Burgess

Nu 324 Introduction to Psychopharmacology (F, S, Intersession; 3)

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances.

Open to all graduate students, senior nursing students, and behavioral science majors with permission of the instructor.

*Carol Hartmon
Sr. Mary Felicito Day
Miriam-Gayle Wordle*

Nu 330 The Pharmacologic Basis of Patient Care (F, S; 3)

Prerequisite: Senior nursing student or consent of instructor.

The course focuses on increased understanding of the physiological, psychological, and sociocultural effects of the major classifications of drug therapy and the implications for patient care. The major drug classifications are discussed and correlated with the more common patient/client problems.

Offered at discretion of School of Nursing. *Lourel Eisenhauer*

Nu 700 Advanced Theory & Practice in Community Health Nursing I (F; 6)

Exploration of theories and concepts underlying the practice and process of Community Health Nursing. The student will demonstrate ability to utilize assessment skills in identifying health needs of the family and community as interrelated systems. Opportunity is provided for the student to apply theory and practice techniques in family and community intervention during 16 hours of field work per week.

By arrangement

*Ann W. Burgess
Catherine Gutmann
Eleonor D. Quirk*

Nu 702 Advanced Theory and Practice in Community Health Nursing II (S; 6)

Prerequisite: Nu 700

Exploration of models and concepts underlying the organization and management of Community Health Nursing services. Consideration of interdisciplinary team dynamics, and the processes of supervision and consultation, as they relate to the Community Health Nurse Specialist. Consideration of nurse-family and nurse-community relationship issues. Includes 16 hours of field work per week.

*Ann W. Burgess
Catherine Gutmann
Eleanor D. Quirk*

Nu 704 Advanced Theory and Practice in Community Health Nursing III (Intersession; 6)

Prerequisite: Nu 702

Synthesis of concepts underlying the planning, organization, direction, and evaluation of Community Health Nursing practice. Completion of the clinical study carried out by the student over the entire program. Seminar presentation of the study. Continuation of field work.

*Ann W. Burgess
Catherine Gutmann
Eleanor D. Quirk*

Nu 705 Community Health Science (S; 3)

Contemporary patterns of public health organization and medical care organization are considered in terms of indicators of their efficiency and effectiveness. Program and plans for the provision of medical and health care for the United States are examined and comparisons are drawn with those of other countries. Open to all graduate students.

Catherine Gutmann

Nu 707 Teaching Practicum and Seminar on Community Health (S; 3)

Provides an opportunity to further develop, utilize, examine and evaluate the knowledge and skills acquired in the clinical specialty within the context of the teaching role. Content includes the study of the various components of the educational process. Attention is also focused on the role and responsibility of the faculty in academic settings and clinical agencies. Teaching placements are in area of specialization. Planned with faculty on an individual basis.

By arrangement

*Ann W. Burgess
Eleonor D. Quirk*

Nu 740-741 Theory in Maternal and Child Health Nursing (F, S; 3, 3)

This course has three major sections of content. Section I includes concepts about theory and theory development, analysis and evaluation of the present state of theory development in nursing and related fields. Content in Section II examines primarily the behaviorist, psychoanalytic, maturational, and cultural theories of the growth and development of individuals. Content in Section III focuses on the developmental stages of the family. Emphasis throughout the course is application of theory to nursing practice.

By arrangement

Lindo Grimm

Nu 744 Maternity Science (F; 3)

Basic knowledges required to assess the health status of women in order to provide appropriate health care. Content includes the physiology and anatomy of puberty, menarche, and the pregnancy cycle, as well as the general principles of genetics, embryology, fetal and newborn physiology.

By arrangement

*Barbora Catolano
John Leventhal*

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NURSING

Nu 745 Maternity Science (S; 3)

Prerequisite: Nu 744

Focus of course is the health care of the woman with a complicated pregnancy caused either by a concurrent health problem; e.g., diabetes, cardiac or renal disease, or by a problem directly related to the pregnancy, e.g., toxemia, bleeding. Content also includes methods of contraception, common gynecological problems, infections, and infertility.

Barboro Cotonolo

By arrangement

John Leventhol

Nu 748 Pediatric Science (F; 3)

Reviews general principles of genetics and embryology. Emphasis is upon the well child and focuses on the normal anatomical and physiological development of the child from infancy to adolescence. Considers methods of diagnoses and management of well child health supervision.

Linda Gudas

By arrangement

Fredrick Mandell

Nu 749 Pediatric Science (S; 3)

Prerequisite: Nu 748

Emphasis is upon the common health problems of the child from infancy to adolescence. Considers methods of diagnoses and the management of common health problems.

Lindo Gudas

By arrangement

Fredrick Mondell

Nu 754 Seminar on Critical Issues in Maternal and Child Health (F; 3)

Prerequisite: Enrollment in the MCH curriculum

Discussions of major issues influencing the delivery of Maternal and Child Health care. Discussion will include the relationship of community, social, professional and political organizations and their impact on health system.

Lindo Grimm

By arrangement

Corol Smith

Nu 755 Maternity Clinical Practicum (F; 3)

This practicum focuses on skill development in health assessment of women in various periods of childbearing. The practicum includes opportunities for increasing competency in interviewing, physical assessment, recording and interpreting data. A major experience for each student is to begin to assume responsibility for the health care of several women and their families in the antenatal phase of childbearing. Experiences are provided in selected clinical settings. A weekly seminar integrates theoretical and clinical content. To facilitate movement toward changing roles in health care, students will have a weekly group in which they explore interpersonal dynamics and methods of communication.

By arrangement

Lindo Grimm

Shirley Guenther

Nu 756 Advanced Maternity Practicum (S; 3)

Prerequisites: Nu 740, Nu 744, Nu 755

The focus of this practicum is the participation of the student in primary health care to women and their families through the intra and post-partum phases. Experiences are planned in group practice settings such as ambulatory clinics, neighborhood health centers and physicians practices where the student collaborates with physicians and other health professionals in assessing, planning and coordinating of services and in providing for or seeking out consultations and referrals. A weekly seminar integrates theoretical and clinical content and considers research findings pertinent to maternity care. Students continue a weekly group in which they explore interpersonal dynamics, methods of communication and organizational behavior.

By arrangement

Lindo Grimm

Nu 757 Pediatric Clinical Practicum (F; 3)

This practicum focuses on skill development in health assessment of infants, children, and their families. The practicum includes opportunities for increasing competency in interviewing, physical assessment, recording and interpreting data. Experiences are provided in selected clinical settings. A weekly seminar integrates theoretical and clinical content. To facilitate movement toward changing roles in health care, students will have a weekly group in which they explore interpersonal dynamics and methods of communication.

Linda Gerber

Lindo Gudas

Shirley Guenther

Fredrick Mandell

Nu 758 Advanced Pediatric Practicum (S; 3)

Prerequisites: Nu 740, Nu 748, Nu 757

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of the common health problems of children. Experiences are planned in group practice settings such as ambulatory clinics, neighborhood health centers, and physicians practices where the student collaborates with physicians and in providing for or seeking out consultation and referral. A weekly seminar integrates theoretical and clinical content and considers research findings pertinent to pediatric care. Students continue to have a weekly group in which they explore interpersonal dynamics, methods of communication, and organizational behavior.

By arrangement

Lindo Gudas

Shirley Guenther

Fredrick Mondell

Nu 759 Advanced Maternity Practicum (F; 6)

Prerequisites: Nu 740, Nu 741, Nu 744, Nu 745, Nu 755, Nu 756

The focus of this practicum is to develop increased depth in the knowledges and skills related to primary health care of women and providing care to women on a continuity basis, by joint planning, coordination of services, consultation and referral with physicians in group practice settings such as neighborhood health centers, physicians' practices and ambulatory clinics. The student also begins to assume a more direct teaching activity with other students or workers in the setting. A weekly seminar integrates theoretical and clinical content. To facilitate role change students continue to explore interpersonal dynamics, organizational behavior, and methods of communication through a weekly group experience.

By arrangement

Linda Grimm

Shirley Guenther

Nu 761 Advanced Pediatric Practicum (F; 6)

Prerequisites: Nu 740, Nu 741, Nu 748, Nu 749, Nu 757, Nu 758

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of children with common health problems by joint planning, coordination of services, consultation and referral with physicians in group practice settings such as ambulatory clinics, neighborhood health centers, or physicians' practices. The student also begins to assume a more direct teaching activity with other students or workers in the setting. A weekly seminar integrates theoretical and clinical content. To facilitate role change students continue to explore interpersonal dynamics, organizational behavior, and methods of communication through a weekly group experience.

By arrangement

Lindo Gudas

Thomos Cone

Nu 794 Research Design (F; 3)

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.

Dorothy J. Walker

Nu 795 Research Methods (F; 3)

Prerequisites: Consent of Professor. To be taken in sequence with Nu 796.

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.

Dorothy J. Walker

Nu 796 Research Seminar (S; 3)

Prerequisites: Nu 795. To be taken in sequence with Nu 795.

Directed group research experience in the problem area identified in Nu 795.

By arrangement

Dorothy J. Wolker

Nu 800 Theoretical Basis of Medical-Surgical Nursing I (F; 4)

Study of the philosophical derivations of nursing theories and the psychosocial-biomedical bases for nursing intervention. Clinical facilities used when applicable.

Mory E. Calnan

Marjory Gordon

Bernodette P. Hungler

Nu 801 Theoretical Basis of Medical-Surgical Nursing II (S; 4)
Continuation of Nu 800. Clinical paper dealing with systematic exploration of a clinical nursing intervention required.

Mary E. Calnan
Marjory Gordon
Bernadette P. Hungler

Nu 807 Seminar in Teaching Medical-Surgical Nursing (F; 3)
Prerequisites or concurrent with Nu 800, 791.
Examination of the role of the teacher-clinician in higher education. Observational experiences in a program of nursing education available.

Mary E. Calnan
Bernadette P. Hungler

Nu 808 Practicum in Teaching Medical-Surgical Nursing (S; 3)
Prerequisites: Consent of professor.
Opportunity to test methods of guiding and evaluating learning through participation in a program of nursing education.

Mary E. Calnan
Bernadette P. Hungler

Nu 815 Clinical Seminar Medical-Surgical Nursing (F; 3)
Prerequisites or concurrent with Nu 800.
This course is intended for students selecting clinical specialization in medical-surgical nursing. It includes an intensive study of selected nursing problems and their concomitant nursing implications as well as an analysis of the evolving role of the nurse specialist. By arrangement

Marjory Gordon

Nu 816 Clinical Practicum Medical-Surgical Nursing (S; 6)
Prerequisites: Consent of professor.
The student demonstrates the ability to formulate and implement health care plans related to the selected nursing problems identified in Nu 804. Students synthesize their own concept of the clinician's role objectives through association with practicing nurse clinicians and selected clinical projects.

Marjory Gordon

Nu 840 Advanced Psychiatric Nursing: Theory and Practicum, I (F; 7)
Prerequisites: none.
Supervised clinical experience with individuals, groups and families in emotional distress. Supervisory conferences focus upon the systematic evaluation of the method of intervention appropriate to the clinical problem. Supervisory conferences will be held in small groups and individually. Weekly seminar discussions focus on systems of psychotherapy and clinical time will be approximately four hours per credit.

Carol Hartman
Sr. Mary Felicita Day
Miriam-Gayle Wardle

Nu 841 Advanced Psychiatric Nursing: Theory and Practicum, II (S; 7)
Prerequisites: Nu 840.
Supervised clinical experience with individuals, groups and families, with special emphasis on children. Continuation of seminar dealing with systems of psychotherapy. Clinical time is the same.

Carol Hartman
Sr. Mary Felicita Day
Miriam-Gayle Wardle

Nu 844 Advanced Psychiatric Nursing, Theory and Practicum, III (Intersession; 4)
Prerequisites: Nu 840, Nu 841.
Continued supervised clinical experience with emphasis on methods of intervention best utilized in community systems, i.e. crisis intervention, development of support systems and human network resources. Seminar continues with emphasis on systems theories as applied to community mental health. Clinical time remains the same.

Carol Hartman
Sr. Mary Felicita Day
Miriam-Gayle Wardle

Nu 854 Theories of Deviancy and Normality of Adult Human Behavior: Implications for Nursing Intervention (F; 3)
A review of selected research and theories which focus on psychopathological and normal behavior patterns in adults. Practicum will include the evaluation of adults under varying degrees

of social and psychological stress and will require the student to formulate appropriate modes of intervention. Practicum included.

Carol Hartman
Sr. Mary Felicita Day
Miriam-Gayle Wardle

Nu 899 Independent Study in Nursing (F, S; Credits by arrangement)

Prerequisites: One full-time semester of graduate work. Permission of Professor and Chairman. Recommendation of a second faculty member.

The student who has a special interest that is not otherwise addressed adequately in the curriculum may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairman together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairman toward the end of the semester.

The Department

Philosophy (Pl)

Core Courses

Pl 009 Ethics (F, S; 3, 3)
An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

The Department

Pl 070 Philosophy of the Person I and II (F, S; 3, 3)
This course is based on two Socratic sayings: "know yourself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

Pl 090 Perspectives on Western Civilization I and II (F, S; 6, 6)
This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. The Department

Pulse Courses

Pl 008 Philosophy of Social Reality (F, S; 3)
Prerequisite: Concurrent participation in an approved PULSE field project.
Students will encounter the forces and structures which constitute man's social existence in both action and reflection. Understanding these phenomena will provide a context out of which effective and authentic social action may proceed. This course is recommended for students with previous experience in the PULSE Program.

The Department

Pl 088-089 Person and Social Responsibility (F, S; 6, 6)
This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Study Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice – delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard

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to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices. *The Department*

PI 230 Human Relations and Community (S; 3)

This course will cognitively and experientially examine the dynamics of change as related to the individual, community, institutions and society. A conceptual understanding of the forces which either obstruct or facilitate change will be looked at. Through the use of experiential learning situations, such as group processes, simulation exercises and PULSE field involvement, an awareness of one's self as a change agent will be developed. *The Department*

PI 233 Values, Health and Welfare (F; 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended. *The Department*

PI 291-292 Philosophy of Community I and II (F, S; 3, 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take. *Joseph Flonogon, S.J.*

Electives

PI 121 Major 20th Century Philosophers (F; 3)

This course is intended to introduce beginning students to some of the leading 20th century philosophical movements. It begins with an examination of the background tradition of modern rationalism and empiricism (Descartes, Hume, Kant). Then the following philosophical movements are considered: Life Philosophy (Bergson, Nietzsche); Existentialism (Kierkegaard, Heidegger); American Philosophy (Peirce, James, Dewey, Whitehead); Phenomenology (Husserl). Key texts from each philosopher will be selected for reading and analysis. *Thomos J. Owens*

PI 130 Philosophical Issues in Science, Technology, and Public Policy (F; 3)

A critical survey of conceptual tools for making intelligent choices on the basis of complex or uncertain evidence. Topics discussed will include: the evaluation of statistical data, extrapolation, feedback effects, and elementary decision theory. These techniques will be applied to such public policy areas as technology assessment, mass transportation, and energy and environment. *John V. Strong*

PI 148 Odyssey and Love Themes in Philosophy and Literature (F; 3)

This course attempts to probe into the ancient mythic themes of love and the wanderer seeking the homeland as these themes interweave in some of the great literary classics. Some attention will be given to the theme of the heavenly and earthly eros, and to the myth of love as tragic and unfulfilled, as these relate to the two main themes. The student is invited to a wide reading in classical and modern literature from Homer, Plato, and Augustine to Tolstoy, Wolfe, and C. S. Lewis, with a stress on the perception of relationships between authors of different historical periods. *Gerord C. O'Brien, S.J.*

PI 150 Contemporary Analysis of Myth and Symbol (F; 3)

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions. The course attempts to integrate conflicting interpretations of mythico-symbolic language which is seen as the locus of both unconscious projections and the creation of meaning. *Richard M. Stevens, S.J.*

PI 153-154 The Heidegger Project I (F, S; 3, 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. The project will continue for two semesters. Some knowledge of traditional philosophy (e.g., Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite. Offered, 1977-1978 *Thomos J. Owens*

PI 161 Philosophy of Religion (S; 3)

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture. *Richard M. Stevens, S.J.*

PI 165 Human Person and Love (S; 3)

This course will examine the notion of love and the experience of love from a philosophic viewpoint, with an emphasis on both the phenomenology of the loving experience, and the history of the philosophic understanding of love in Greek and Christian times. The course will follow a cyclic movement, beginning with the contemporary problem of love, continuing with a history of the philosophy of love in Plato and in the diverse views of love through Christian history, with an emphasis on the religious dimension of love, leading up to a contemporary attempt at synthesis, and a consideration of sexual love from a personalistic viewpoint. Offered Spring, 1977 *Daniel J. Shine, S.J.*

PI 166 Freedom and Authority (S; 3)

A cooperative effort to make precise the questions concerning freedom and authority will open the course. As an aid to this, Adler's booklet *Freedom*, Maritain's *Man and the State* and Thoreau's essay on "Civil Disobedience" will be read. After tentative answers have been reached we will turn to some of the classical works on this subject in hopes of confirming our answers, deepening or changing our questions or introducing new questions: Plato's *Republic*, Aristotle's *Politics*, Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, J. S. Mill's *On Liberty*. *Joseph H. Cosey, S.J.*

PI 168 Philosophy in the Bible (S; 3)

An exploration of the world's most influential book (especially the wisdom literature in the Old Testament and the writings of John and Paul in the New) applying some categories of existential philosophy (alienation and self-identity, I and Thou, subject and object) to the perennial philosophical questions raised here (God and man, man and woman, love and justice, knowledge and wisdom, life and death, good and evil, time and eternity). As an experiment in reading, we will read each book from the point of view of its contemporaries, not ours, as if for the first time, "up-rutted" out of our ruts. If we do this, whatever our conclusions or evaluations, we will be astounded, as its original hearers and readers were. For whatever else this is, it is a very strange book. Offered Spring, 1978 *Peter J. Kreeft*

PI 195 The God Question (F; 3)

Stages of Development: 1) What kind of question about God is characteristic of today's concern? 2) Is today's question truly distinctive? How is it related to the forms the question about God has historically taken? 3) Can the class answer today's question with their personal knowledge? 4) What key traditional insights shed light on the question? Can these insights be shown to grow out of one's personal experiences and to provide evidence that it is reasonable to assent to a solution to the question? *Joseph H. Cosey, S.J.*

PI 200 Semantics (S; 3)

Basic survey of historical and philosophical semantics. Contemporary theories of language and symbolism, including discussion of the nature of communication, speech acts, and sign-using behavior; theories of meaning, description and reference, models, analogies and verification. Application to decision-making and effective communication. *Edward Komoski*

Pl 210 Contemporary Marxism (F, S; 3)

This course begins with a study of Hegel and Feuerbach followed by Marx's Thought. Special lectures are given on Lenin, Revisionism, Soviet Philosophy today, Marcuse and the tendencies in contemporary society toward Marxism. Oral examination and term paper required.

Offered 1977-1978

Frederick J. Adelmonn, S.J.

Un 212 Perspectives on Marxism (F; 3)

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Thomas J. Blakeley

Pl 247 Philosophy of History (F; 3)

The first part of the course will aim at clarifying the nature of historical understanding, with special emphasis on such issues as explanation and laws, historical relativism, and causality. The results of this investigation will then be brought to bear on some of the major attempts of philosophers (Hegel, Toynbee) and theologians (Teilhard, Wright) to construct overarching theories of the historical process.

Offered Fall, 1977

John V. Strong

Pl 255 Reorientation Through Philosophic Reflection (S; 3)

Reflecting on my own situation I have identified the following problems involved in reorientation. Within each of the communities to which I belong (as an American, a Catholic, a Jesuit, a member of Boston College) I found members split over symbols, posture toward change, institution vs. person, freedom vs. authority, education, priority of communities, the role of thinking in living. Having reached tentative solutions on each of these issues, I would welcome cooperation of a few students interested in the same over-all problem. My expectations would be two-fold: first, reaction to my reflections on these issues; second, a serious paper which may substantiate, advance or contradict my conclusions.

Offered Spring, 1978

Joseph H. Coscy, S.J.

Pl 261 The Creative Person (F; 3)

A creative person is one whose personhood is active, released, and known. The most important question here is not 'what' or even 'why' but 'how.' This is a course in actual, philosophically-significant experiment, followed by reflection — experiments in self-discovery in four dimensions: relation to yourself, others, nature, and God.

Offered Fall, 1977

Peter J. Kreeft

Pl 264 Logic (F, S; 3)

Logic as a formal science and art of valid deductions. Both traditional and symbolic approaches to correct thinking.

Joseph L. Borrett, S.J.

William J. Hoggerty, Jr.

Pl 275 Philosophy in Literature (S; 3)

An exploration of philosophical themes in some modern novels, mainly Dostoyevski's *Brothers Koromozov* and Tolkien's *Lord of the Rings*. The central theme is the "web" or "city" of human interrelationships; involved in this are issues such as love, loyalty, time, change, God, death, courage, wisdom and happiness.

Offered Spring, 1978

Peter J. Kreeft

Pl 280 Slavery and Freedom (F, S; 3)

In the course we will treat of the Philosophy of Nicholas A. Berdyaev. We shall take up his ideas of the 'Creative Act', of 'Personalism', of the 'Interior and Exterior forms of slavery, his concept of History as well as his notion of the Fate of Man in the Modern World.

John D. Donoghue, S.J.

Pl 285 Contemporary Ethical Perspectives (F, S; 3)

A study of modern ethical problems, such as civil disobedience, mercy-killing, ethics in business and government, the ethics of socialism and communism, abortion, personal ethics, as affected by various philosophical systems along with an analysis of ethical

values, as established by traditional and modern philosophy, in an attempt to build a helpful personal and social value system.

Charles B. Toomey, S.J.

Pl 299 Readings and Research (F, S; 3)

By arrangement

The Department

Pl 315 Aristotle (S; 3)

Modern theories about the development of Aristotle's fundamental doctrinal positions; the import of his logic; equivocity; the meaning of "being" in his *Metaphysics*; physical doctrines such as "change" and "time"; the goal of human reality expounded in the *Nicomachean Ethics*; the Nature of the "intellect"; the subsequent commentators on Aristotle.

Stuart B. Martin

Pl 325-326 (Cl 212-213) The Young Aristotle (F, S; 3, 3)

Reading and discussion of the fragments in their relation to Plato and the Academy, on the one side, and, on the other, to Aristotle's own treatises on ethics, psychology, physics and ontology.

Offered 1977-1978

Joseph P. McGuire

Pl 328 (Cl 416) Aristotle's Ethics (F; 3)

Lectures, readings, discussions and short papers on specific questions designed with a view to tracing and understanding the development of Aristotle's ethical thought from the time of his membership in the Platonic Academy until the final version of the *Nicomachean Ethics*. Readings will include pertinent items from Plato, Aristotle's *Protrepticus*, *Eudemian Ethics*, and the entire *Nicomachean Ethics*. Knowledge of Greek is not required, but provision will be made for students who would like to do some reading in the original.

Offered Fall, 1977

David H. Gill, S.J.

Pl 330 (Cl 417) Aristotle's Politics (S; 3)

A close reading and study of the *Politics* with a view to uncovering the various stages in the development of Aristotle's ideas about the State. There will be short papers on specific problems and supplementary reading in Plato and Aristotle's *Athenian Constitution* and *Ethics*. Greek is not required, but provision will be made for students who would like to do some reading in the original. Cl 416 is not a prerequisite but is recommended.

Offered Spring, 1978

David H. Gill, S.J.

Pl 331-332 (Cl 410-411) Plato: The Later Dialogues (F, S; 3, 3)

Reading (in translation) and discussion of Dialogues subsequent to the *Republic*, including *Phaedrus*, *Theaetetus*, *Parmenides*, *Sophist*, *Stoicheion*, and *Philebus*.

Joseph P. McGuire

Pl 341 The Ideal of the Individual in Greek Philosophy, Literature, and Art: 800-450 B.C. (F; 3)

This course will focus on the pervasive force of individualism throughout all aspects of Greek culture, up to the Periclean age. Basic course materials will include the poetry of Homer and Hesiod, the plays of Aeschylus and Sophocles, Presocratic philosophy, lyric poetry, and material on the plastic arts.

Lynne Bollew

Pl 342 The Ideal of the Individual in Greek Philosophy, Literature, and Art: 450-300 B.C. (S; 3)

This course will focus on the pervasive force of individualism throughout all aspects of Greek culture, from the Periclean age through the conquest of Greece by Alexander. Basic course materials will include the dialogues of Plato, the writings of Aristotle, the histories of Thucydides, the plays of Aristophanes and Euripides, and material on the plastic arts.

Lynne Ballew

Pl 350 From Antiquity to Modernity: Social Thought In The Middle Ages (F; 3)

Beginning with Augustine's commentary on Cicero's *On the Commonwealth*, a social thought was born that was destined to reign until the Renaissance and even beyond. Our account of this development will begin with Augustine's *City of God*, pass through Aquinas' treatment of justice — the keystone of Scholastic social thought — to complete itself in Machiavelli and the Utopians (More, Campanella, etc.), who germinated modern social thought.

Offered Fall, 1977

Thomas J. Blakeley

Olivo Blanchette

David M. Rosmussen

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PHILOSOPHY

PI 353 Man in Medieval Thought (S; 3)

An examination of the Philosophy of Man in the major thinkers in Medieval Thought from Augustine to Ockham.
Offered Spring, 1978 Normon J. Wells

PI 354 The Christian Philosophy of Thomas Aquinas (F; 3)

A detailed examination of the major philosophical positions of Aquinas and their relevance to Modern Thomism.
Offered Fall, 1977 Normon J. Wells

PI 358 St. Augustine's Confessions (S; 3)

"The only two things that never bore us are a person and a story, and even a story must be about a person" (Chesteron). This book reveals one of the most profound and startling persons who ever lived, and his story is the world's greatest drama: the wrestling match between God and Man – first lived and felt by a passionate and sensitive heart, then reflected on by a searching and beautiful mind. Every page rewards hours of study, and we will study only this one short book with care and relish. In fact, instead of just studying about St. Augustine, we will become him; live, feel and think his story. Our method (like his) is Socratic: asking hundreds of questions, exploring.
Offered Spring, 1978 Peter J. Kreeft

PI 368 Science and Philosophy Since 1600 (S; 3)

Since the seventeenth century, Western philosophy has been preoccupied with the question of the status of scientific knowledge. This course surveys this confrontation (particularly between the empirical sciences and the claims of metaphysics) as reflected in the writings of such authors as Bacon, Descartes, Newton, Leibniz, Berkeley, and Kant, as well as in the works of some of their lesser-known contemporaries.
John V. Strong

PI 370 The Philosophy of St. Augustine (S; 3)

A systematic exploration of the thought of the most influential Christian philosopher of all times.
Peter J. Kreeft

PI 375 Modern Philosophy I: Descartes and British Empiricists (F; 3)

A detailed examination of the classical positions taken during this period on the self, God, man and the world.
Normon J. Wells

PI 376 Modern Philosophy II: British Empiricists to Kant (S; 3)

Continuation of the previous semester, PI 375.
Normon J. Wells

PI 378 Hume and Kant (S; 3)

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.
Offered Spring 1978 Richard T. Murphy

PI 381 Philosophy of Being I (F; 3)

Prerequisite: at least three courses in philosophy.
A systematic discussion of validity and method in metaphysics (the question of being), analogy (the notion of being), activity, unity, truth and goodness (the properties of being), and becoming (the structure of being).
Offered Fall, 1977 Olivo Blonchette

PI 382 Philosophy of Being II (S; 3)

A continuation of Philosophy of Being I with a discussion of causality and finality as categories of nature and history (the communication of being), and of the ultimate meaning of being (the summit of being). The latter part of the course will treat of the philosophy of religion in the framework of the notion of being.
Offered Spring, 1978 Olivo Blonchette

PI 391 God and Modern Philosophy (F; 3)

This course is a survey that exposes and criticizes some of the more important answers given to the God Problem by some of the great philosophers from the time of Descartes to modern times. In a way the course is a history of modern philosophy, but especially focused on how the existence, the nature, and the role of the Infinite has been handled in various philosophies and psychologies that have dominated human thought over the past four centuries: e.g. Rationalism, Empiricism, Idealism, Atheistic materialism, Psychoanalysis and Existentialism.
Offered Fall, 1977 John P. Rock, S.J.

PI 395 Philosophy of Dostoevsky (S; 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor". The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.
Joseph L. Novickos

PI 397 Gabriel Marcel: Philosopher of the Person (F; 3)

Marcel offers an analysis and critique of modern man's spiritual condition (egotism, impersonalism, technologism, abstraction, calculation, skepticism, alienation) and a livable alternative (values, creativity, presence, hope, self-knowledge, community, communication, love). The course studies only a few key books, including some of Marcel's dramas, in depth. Its aim is not to cover an amount of territory but to stimulate individual self-reflection Socratically.
Peter J. Kreeft

PI 404 Science and Pseudo-Science: A Philosophical Inquiry (F; 3)

An investigation into the nature and limits of science, through a comparison of the claims of 'orthodox' scientific theories (for example, about the motion of the continents or the possibility of intelligent life beyond the earth), on the one hand; and the claims of astrology, alchemy, and parapsychology on the other. (Some high school or college science background would be helpful, but by no means essential, for those taking the course.)
John V. Strong

PI 408 Conjecture and Assessment in Science (S; 3)

A consideration of the problem of induction in its wider sense, including (but not limited to) Hume's questions about the validity of generalization and prediction from empirical data. Issues emphasized will include testability and falsifiability; measures of the probability of an hypothesis; and the role of simplicity, analogy and consilience in inductive inference.
Offered Spring, 1978 John V. Strong

PI 419 Kant and Hegel (F; 3)

An analysis and comparison of the major themes in Kant and Hegel.
Offered Fall, 1977 Joseph L. Novickos

PI 420 The Religious Vision of Karl Rahner (S; 3)

This course will study the creative new philosophy of religion elaborated by this outstanding Catholic theologian in his profound work, *Heorers of the Word*. Also, the course will deal with some related ideas found in *Theological Investigations*, such as matter and spirit in man, symbol and reality, mystery and transcendence.
John P. Rock, S.J.

PI 421 Nietzsche-Prophet of Nihilism (S; 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.
Jocques M. Tominioux

PI 423 Introduction to Analytic Philosophy (S; 3)

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G. E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.
Richard T. Murphy

PI 424 The Phenomenology of Love (F; 3)

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.
Offered Fall, 1977 Joseph L. Novickos

PI 425 Philosophical Methods (S; 3)

The course is concerned with the basic modes of procedure employed by the leading thinkers since Descartes. The emphasis is on the relevant fact that the method employed has a decisive impact on the formulation, elaboration and solution of philosophical problems. The course deals with the methods themselves, and not with their evaluation or justification.
Offered Spring, 1978 Joseph L. Novickos

PI 427 Existential Psychology (F; 3)

Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered.

Daniel J. Shine, S.J.

PI 428 Contemporary Structuralism and Anthropology (F; 3)

This course will consider the works of some of the contemporary structuralist thinkers, particularly the anthropology of Claude Lévi-Strauss, and the relation of structural philosophy to phenomenology, psychology and literature.

Offered Fall, 1977

Gerard C. O'Brien, S.J.

PI 429 Freud and Philosophy (F; 3)

A study of the revolutionary impact upon philosophy of Freud's psychoanalytic theory. Along with a reading of the principal works of Freud, the course will offer an analysis of contemporary interpretations of Freudian thought (Brown, Lacan, Marcuse). Particular stress will be placed upon Freud's theories of repressive civilization, sublimation and art, and the ambiguities of self-consciousness.

Richard M. Stevens, S.J.

PI 431 Philosophy of Karl Jaspers (S; 3)

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of *Existenz*, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Offered Spring, 1978

Joseph L. Novickos

PI 432 Jean-Paul Sartre: The Psychology of Imagination (S; 3)

An analysis of Sartre's views on the imagination and consciousness. The course will trace Sartre's adaption of phenomenology, his study of the structures of subjectivity, his penetrating analyses of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Particular emphasis will be placed upon the role of symbolic schemes in the imaginary life and upon the function of art.

Richard M. Stevens, S.J.

PI 433 Philosophy of Human Sexuality (F; 3)

Philosophers, theologians, novelists, poets, mystics, psychologists and sociologists, past and present, Eastern and Western, representing points of view as diverse as King Solomon and Kierkegaard, Hinduism and Victorianism, Hugh Hefner and Jesus Christ, are consulted to explore the mystery of Eros, about which there is usually more heat than light. Controversy is guaranteed. Topics range from tantric mysticism to eugenics abortion and women's lib.

Offered Fall, 1977

Peter J. Kreeft

PI 434 Topics in Contemporary Science (S; 3)

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the "origin of life", etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.

Offered, Spring, 1978

Patrick H. Byrne

PI 438 Sartre and Flaubert: "...what can one know of a man today?" (F; 3)

It is with this question that Sartre opens his three-volume study of Flaubert, his life and times. The point is to exemplify, through practical application to the 19th Century, the dialectical-historical hermeneutic that Sartre elaborated in his *Critique of Dialectical Reason* and which, in turn, is supposed to be the social-critical elaboration of the basic issues of Being and Nothingness. This course will deal in detail with the validity of this whole complex assertion, and with the methodological, literary-critical and historicist implications of the Sartrean enterprise.

Offered Fall, 1977

Thomas J. Blakeley

PI 440 Existential Humanism (S; 3)

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle

for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history. The most decisive questions which these philosophers challenge us to answer and which form the themes of the course are: "What is freedom?"; "How must I live well?" Most texts will be the novels and plays of Dostoevsky, Kierkegaard, Sartre, and Camus.

Offered Spring, 1978

Richard T. Murphy

PI 442 The Future of Man (S; 3)

Technological powers (both outer and inner) are rapidly becoming available (so rapidly as to produce more and more 'future shock') by which man can radically change not only his world and his life but even his very self. How will the new man differ from the old? Will man survive at all or destroy himself? Resources to explore these questions include such diverse philosophers of history as Teilhard de Chardin and Martin Heidegger, novelists of the stripe of Huxley, Skinner, Lewis and Bradbury, and religious and mystical apocalyptic and prophetic writings, as well as the student's own exercise of critical value-inquiry.

Offered Spring, 1978

Peter J. Kreeft

PI 444 Contemporary Philosophical Issues (F; 3)

A study of the interrelated themes of loneliness, alienation, communication, love, freedom, heroism and faith as expounded in Modern Philosophy.

Stuart B. Mortin

PI 445 The Origins of American Pragmatism (F; 3)

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture. An effort will be made to link Dewey's revolutionary theories of education and art to James' "impressionistic" interpretation of the stream of consciousness.

Offered Fall, 1977

Richard M. Stevens, S.J.

PI 449 Practical Problems in Business Ethics (F; 3)

This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics. Ethical theory will be secondary and will be introduced insofar as it is a help to the solution of the problems discussed. This course is intended primarily, though by no means exclusively, for students in business and management. Plans include a fair number of lecture and discussion classes on the practical aspect of business ethics by members of the faculty and outside speakers in various fields of business.

Offered Fall, 1977

Gerard C. O'Brien, S.J.

PI 450 Phenomenology and Intersubjectivity (S; 3)

Communication between persons, dialogue, love — these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Spring, 1978

Thomas J. Owens

PI 451 Health Care Ethics (S; 3)

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Olivo Blanchette

PI 452 Perspectives on Addiction (S; 3)

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well. The course attempts to relate addiction to the identity of the self, free will vs. determinism, the dynamics of recovery

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as related to philosophies of self-realization, value phenomenology, and religious experience, relating addiction to other fields, medical, sociological, and psychological, from a unified perspective of personal recovery and growth.

Gerord C. O'Brien, S.J.

Pl 454 Pragmatism and Process (S; 3)

A close reading of selected works of James, Dewey and Whitehead reveals a continuity in the development of American philosophy: a progressive rejection of all closed systems of meaning in favor of a vision of an "unfinished universe." An emphasis on freedom, possibility and hope permeates these theories of truth, education, art and religious belief.

Offered Spring, 1978

Richard M. Stevens, S.J.

Pl 455 Kierkegaard and Nietzsche (F; 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

John P. Rock, S.J.

Pl 457 Phenomenology and William James (S; 3)

An analysis of the influence of William James' thought in the development of the phenomenological movement.

Offered Spring, 1978

Richard M. Stevens, S.J.

Pl 458 German Existentialism (F; 3)

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lectures, student seminar reports and analyses of some of their major writings.

Offered Fall, 1977

John P. Rock, S.J.

Pl 470 The New Religions (S; 3)

An even more radical sign of an age of crisis and change than new philosophies is new religions. This course will consider four new religious movements: (1) Oriental imports and gurus (Zen, Yoga, "Hare Krishna" people, the Maharishi and Transcendental Meditation, The Tibetan Book of the Dead, etc.); (2) The "Jesus Revolution" (Pentecostalism, Protestant and Catholic, the "Jesus freaks," "Jews for Jesus," evangelists and faith-healers); (3) The occult (astrology, white and black witchcraft, Satanism, the spirit world, etc.); (4) psychedelic drug experience as religion.

Offered Spring, 1978

Peter J. Kreeft

Pl 472 Science and Religion (S; 3)

The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored.

Patrick H. Byrne

Pl 490 Zen, Yoga and Jesus: Ways of Personal Transformation (F; 3)

"Philosophers have only interpreted the world; the thing is to change it." Transformation of ideas, or even of consciousness is less radical than transformation of the very self. Few things in history have even tried, much less succeeded, at this, and therefore at changing the world. This course investigates some of them: Hinduism (both the jnana-yoga of Neo-Vedanta and the bhakti yoga of the Hare Krishna movement), Buddhism (in its Tibetan and its Zen forms), Christianity (especially medieval mysticism and the current "Jesus people"), and non-religious alternatives such as hallucinogenic drugs, the "self-observation" of Krishnamurti, and encounter groups.

Offered Fall, 1977

Peter J. Kreeft

Pl 500 Philosophy of Marxism (F, S; 3)

The course lectures treat Marxism as a philosophy beginning with its roots in Hegel, and subsequently analyzing the philosophical ideas of the young Marx, and the contribution of Engels and Lenin. Finally, certain key philosophical themes such as the notion of the real and the nature of the human person will be related to the thought of current Soviet philosophers.

Frederick J. Adelmann, S.J.

Pl 502 Pre-Marxist Russian Philosophy (S; 3)

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered Spring, 1978

Joseph L. Novickos

Pl 509 Marx and Weber: The Origins of Society (F; 3)

A comparison of the way in which these two men approach the question of the origin of modern society.

Offered Fall, 1977

Dovid M. Rosmussen

Pl 510 Marx and Freud: The Death of Consciousness (S; 3)

An examination of the dialectic between society and consciousness as it occurs in the work of these two men and their followers.

Dovid M. Rosmussen

Pl 520 Marx's Thought (F; 3)

An examination of the development of the thought of Karl Marx from The Economic and Philosophical Manuscripts through Kopitol.

Dovid M. Rosmussen

Pl 531 American Social Crisis (S; 3)

This course will first identify and analyze the major American myths; then, observe how these myths operate within the various institutional structures — economic, political, social, educational and religious. Finally, an attempt will be made to clarify the social and personal dimensions of our current social crisis.

Offered Spring, 1978

Joseph F. Flonogan, S.J.

Pl 534 Community and Law (F; 3)

Starting from the understanding of "community" and "society" in sociological analysis, the course will move into a more radical reflection on community as an experience of liberation as well as of sociality, and from this reflection will attempt to account for the need of authority and law as the historical means for the good of communion.

Offered Fall, 1977

Olivo Blonchette

Pl 538 Law, Business and Society (F, S; 3)

This course will attempt to give the student critical abilities to analyze the relationships which exist between the legal, economic and social spheres of our lives. Although the course will deal generally with the nature of law, its specific focus will be particular historical manifestations of legal relations. Thus, not merely law 'in general' but concrete, actual legal status will be subjected to analysis.

Joseph Flonogan, S.J.

Pl 539 The Worldly Philosophers (S; 3)

This course considers the philosophy of the classical utilitarians, Bentham and Mill, and other early political and economic philosophers such as Hobbes, Locke, Malthus, and Adam Smith, both on their own merits and from the viewpoint of how these thinkers influenced the economic and political thinking of the present day. The emphasis will be largely on English philosophers, and will lead up to a consideration of how these thinkers have influenced the contemporary world. No previous courses are required; the required readings are all in English.

Offered Spring, 1978

Gerold C. O'Brien, S.J.

Pl 540 Education and Revolution (F; 3)

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered Fall, 1977

Olivo Blonchette

Pl 541 America and the New Social Order (S; 3)

The question: is America undergoing a fundamental transformation towards a new social order as the press, intellectuals, political figures and others have argued, or is it firmly anchored in traditional and classical structures of thought and activity which are strong enough to resist the impending crisis brought on by rapid social change.

Offered Spring, 1978

Dovid M. Rosmussen

Pl 542 Science and Society (F; 3)

The course will explore the interrelation of scientific knowledge and technology, and the structures and institutions of society as found in a variety of historical and cultural settings. In particular the question of the use of scientific knowledge for good or evil in our present era will be posed.

Offered Fall, 1977

Patrick H. Byrne

Pl 545 Social Philosophy in Classical Antiquity (S; 3)

A study of ancient man's outlook on man in society and the polis, with special attention to be given to Plato's *Republic* and Aristotle's *Politics*.

Offered Spring, 1978

Oliva Blanchette

Pl 549 Symbol and Society (F; 3)

An examination of the way in which symbols ground the social order.

Offered Fall, 1977

Dovid M. Rosmussen

Pl 551 Freud and Existential Analysis (F; 3)

This course offers a philosophical analysis and comparison of the different methods of psychoanalysis developed by Freud and the existential analysts. Attention will be focused on such central themes as consciousness, freedom, responsibility, guilt.

Richard T. Murphy

Pl 554 Philosophy of Painting and Music (F; 3)

This course will deal with the history of paintings, sculpture, architecture, music and the dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph F. Flanagan, S.J.

Pl 556 Philosophy of Poetry (S; 3)

This course will deal primarily with the literary arts in an historical and cultural perspective. The influence of literary and mythical traditions on social and cultural movements also will be analyzed. The works of Eliade, Frye, and Bachelard will form a background for these studies. Students will be expected to develop their own special projects.

Offered Spring, 1978

Joseph Flanagan, S.J.

Pl 563 The Great Philosophers I (F; 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

To achieve internal unity, coherence, and continuity, the course will be organized around three central themes: 1) the effort to reconcile reality and the thought about reality, 2) the attention to different methodical procedures, and 3) the development of the idea of the ethical man.

Stuart B. Martin

Pl 564 The Great Philosophers II (S; 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians. The course will emphasize the unity of one ongoing rational process, of which the individual thinkers are but "moments" in a total philosophical activity. Thus, Descartes, Spinoza, Leibniz, Hume, Kant, Schopenhauer, Nietzsche, Bergson, Husserl, and Jaspers will be singled out for a detailed examination.

Stuart B. Martin

Pl 571 Art and Science (S; 3)

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Joseph F. Flanagan, S.J.

Un 572 Science, Technology and Politics (F; 3)

The problems of technological society with its applied science are obvious. The promise therefore is also obvious. Can one have the promise without the problems? How good is the promise, in any case? These issues are examined through a reading and discussion of Francis Bacon's seminal writings on science and society.

Offered Fall, 1977

Thomas J. Blakeley

Robert K. Foulkner

Rein A. Uritom

Pl 574 Approaches to Language (S; 3)

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression, underlying structural codes and the nature of the speech act. Essays by Cassirer, DeSaussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Spring, 1978

Richard M. Stevens, S.J.

Pl 575 An Alternative to Behaviorism: the Psychology of William James (F; 3)

William James offers one of the few truly original conceptions of psychology. A study of his *Principles of Psychology* can provide a sympathetic analysis of behaviorism and an introduction to Phenomenology. An effort will be made to view James' theories of the stream of consciousness, the experience of self-identity, the dialectic of determinism and freedom, body consciousness, the emotions, in the light of contemporary psychological approaches. The course will also assess James' research into bizarre psychic phenomena; subliminal and "cosmic" consciousness.

Offered Fall, 1977

Richard M. Stevens, S.J.

Pl 577 Introduction to Symbolic Logic (F; 3)

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Patrick H. Byrne

Pl 578 Philosophy of Mathematics (S; 3)

Prerequisite: Pl 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contributions of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Patrick H. Byrne

Pl 580 Philosophy of the Cinema (S; 3)

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm of aesthetics. This course will attempt to relate philosophical theories of interpretation—structuralism, phenomenology, psychoanalysis—to the study of film aesthetics. A series of films will be shown and discussed.

Offered Spring, 1978

Richard M. Stevens, S.J.

Pl 584 The Compleat Author: C. S. Lewis (F; 3)

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: "the true, the good and the beautiful." This course is a "total immersion experience" in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Patric J. Kreeft

Pl 590 Logical Empiricism (S; 3)

Hume and Locke in historical and contemporary perspectives. Development of current logical empiricism in discussions of such topics as the relation of language to thought and knowledge, the nature of meaning, truth, and verification; skepticism, causality, substance, identity, perception, and explanation of behavior.

Edward Kamoski

Pl 594 Metaphysics (F; 3)

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being". We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

Thomos J. Blakeley

Pl 601 Biophilosophy (F; 3)

Study of current philosophical thinking about methods of explaining human action, biological behavior, and social interactions. Analysis of the concepts of explanation, prediction, cause, function, and purpose, in biological and social sciences. Functional, mechanistic and structural approaches in the explanation of action and behavior. Analogies between intentional action, behavior of organisms, and operation of machines, with reference to cybernetics, evolution, goal directiveness, and emergence.

Edward Komoski

Pl 605 Revolutions in Science (F; 3)

An historical-philosophical study of the development of our views about the physical universe and the origins of life on earth, aimed at answering the question: how and why does the scientist's picture of the world change? (No background in science or mathematics will be presupposed.)

John V. Strong

Pl 610 Beyond the New Theism (S; 3)

Seminar on Germain Grisez's new work under the same title. The heart of the book is a new and subtle argument for the existence of God. In the process of establishing each step of the argument Grisez exposes and criticizes the radically-counter positions: the empiricist alternative in Hume Ayer; Kant, Hegel, relativism. New ground is broken. Students with adequate background as well as interest in the issue of rational evidence for the existence of God will find this new and original argument both interesting and challenging.

Offered Spring, 1978

Joseph H. Cosey, S.J.

Pl 619 The Idea of Nature (S; 3)

An investigation of the evolution of the concept 'nature' (and of others, like 'cosmos', which are closely linked with it), from the ancient Greeks down to the present. These concepts have always played a key role in the thinking of both scientists and philosophers; the course will emphasize how each group has drawn on the insights of the other to extend and deepen its own understanding of the world.

John V. Strong

Pl 650 Russian Cultural Philosophy (S; 3)

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Joseph L. Novickos

Pl 711 (Cl 403) The Pre-Socratics I (F; 3)

Reading in translation of Hesiod, Theogony; the fragments of the philosophers from Thales to Democritus; and, as sequel, Plato, Timoeus.

Offered Fall, 1977

Joseph P. Mogueire

Pl 712 (Cl 404) The Pre-Socratics II (S; 3)

See Pl 711 (Cl 403) The Pre-Socratics I.

Offered Spring, 1978

Joseph P. Mogueire

Pl 714 (Cl 714) Seminar in Plato's "Laws" (S; 3)

A study of the internal relations of the parts of the Laws, its relations with other Dialogues, especially Republic and Stotesmon, with Aristotle's Ethics and Politics, and with Athenian law.

Joseph P. Mogueire

Pl 715 (Cl 415) Socrates (S; 3)

Study of Plato's Socrates in the light both of comparable texts in Aristophanes, Xenophon, and the Socratics, and of Plato's own doctrines and techniques of argumentation, with a view to determining the effects of some of those techniques on our conception of Socrates.

Offered Spring, 1978

Joseph P. Mogueire

Pl 728 Aristotle's Physics (F; 3)

Prerequisites: some previous and serious reading of Aristotle and a reading knowledge of a relevant language (Greek, Latin, German, French, Italian or Russian).

Now that natural science is frankly relativist and unabashedly probabilistic, how outmoded is Aristotle's cosmological vision? In the process of answering this question, we will want to look into the wealth of methodological detail to be found in this book and into Aristotle's fascinating accounts of space, time, motion, infinity, etc.

Offered Fall, 1977

Thomos J. Blokeley

Pl 730-731 (Cl 730-731) Plato: The Early and Middle Periods (F, S; 3, 3)

Reading (in translation) and discussion of all the Dialogues from the beginning through the Republic. The works will be analyzed for their own sakes, but an effort will also be made to identify new developments of thought as they appear, with respect to their bearing both on Plato's growth as a philosopher and on his relation to Socrates.

Offered, 1977-1978

Joseph P. Mogueire

Pl 732 (Cl 732) Seminar in Parmenides (F; 3)

Reading (in translation) and discussion of the fragments in an attempt to reach some sort of agreement on the multiple problems (of language, meaning, coherence, motives, and effects) which beset them.

Offered Fall, 1977

Joseph P. Mogueire

Pl 751 Medieval Philosophy I: Augustine to Anselm (F; 3)

A detailed examination of the classical positions taken on Faith and reason, knowledge, God and man.

Offered Fall, 1977

Normon J. Wells

Pl 752 Medieval Philosophy II: Bonaventure to Ockham (S; 3)

Continuation of the previous semester, Pl 751

Offered Spring, 1978

Normon J. Wells

Pl 755 The Ontological Argument (F; 3)

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Normon J. Wells

Pl 777 Descartes and the Cartesian Tradition (S; 3)

A detailed analysis of the major themes of Descartes' philosophy and their impact on the Cartesian tradition.

Offered Spring, 1978

Normon J. Wells

Pl 780 The Perfection of the Universe According to Aquinas (F; 3)

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Olivo Blonchette

Pl 785 Critical Issues in Hegel's Phenomenology (S; 3)

The chief objectives of the present course are: (a) to locate the Phenomenology in the Hegelian system; (b) to identify the salient characteristics of Consciousness and Self-Consciousness, and especially those of Reason and Spirit; (c) to clarify the ambiguous and puzzling passages; (d) to re-examine the mutual implication of historicity and dialectics; (e) to investigate different forms of transition, especially the final transition from the Phenomenology to Logic.

Joseph L. Novickos

Pl 796 Seminar: Hegel's Logic I (F; 3)

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Offered Fall, 1977

Oliva Blonchette

Pl 797 Seminar: Hegel's Logic II (S; 3)

Prerequisite: Pl 796

Continuation of Pl 796, a prerequisite. Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Offered Spring, 1978

Olivo Blonchette, S.J.

Pl 799 Readings and Research (F, S; 3)

By arrangement

The Department

Pl 801 Thesis Seminar (F, S; 3, 3)

By arrangement

*The Department***Pl 802 Thesis Direction (F, S; 0, 0)**

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$90.00) paid each semester until the thesis is completed.

By arrangement

*The Department***Pl 810 Kant's Critical Philosophy (F; 3)**

In the *Critique of Pure Reason* Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience.

*Richard T. Murphy***Pl 811 Philosophy of Mind (F; 3)**

Detailed study of three current theories of mind: Mind-Body Dualism, Materialism (Psycho-Physical Identity Theory), and Logical Behaviorism. Critical and historical examination of various forms of reductionism as they pertain to these theories.

*Edward Komoski***Pl 826 Wittgenstein, Ryle, Austin (F; 3)**

Prerequisite: Pl 423

The major part of this course will take the form of a workshop whose aim is to provide a unified and coherent introduction into the thought of Ludwig Wittgenstein. Some possible implications of Wittgenstein's approach and method of philosophizing will be investigated by examining certain major works of Gilbert Ryle and J. L. Austin. Pl 423 or an equivalent introductory course in analytic philosophy is a desirable prerequisite.

Offered Fall, 1977

*Richard T. Murphy***Pl 828 Hegel-Heidegger (S; 3)**

An analysis and comparison of the major themes of Hegel and Heidegger.

*Jacques M. Tominieux***Pl 830 Husserl and Transcendental Phenomenology (S; 3)**

Husserl's development of a transcendental phenomenology will be examined in relation to Kant's transcendental idealism. Then Hume's contribution to Husserl's radical subjectivism will be evaluated in light of Husserl's criticism of Kant.

*Richard T. Murphy***Pl 840 Aesthetics (S; 3)**

An analysis of contemporary aesthetic theories and their application to the history of painting, music and architecture.

Offered Spring, 1978

*Joseph F. Flanagan, S.J.***Pl 841 The Structure of Finite Being (S; 3)**

An examination of the famous *Disputation 31* of Francisco Suarez dealing with the problem of the distinction of essence and existence in finite beings, the Greek and Medieval background of this controversy will be emphasized but contemporary issues will also be considered.

*Norman J. Wells***Pl 845 Husserl and Merleau-Ponty (F; 3)**

Beginning with a description of the phenomenological method itself this course will contrast the theories of reduction formulated by Husserl and Merleau-Ponty. From this contrast will emerge the conflicting views of both philosophers on the pivotal notion of the pre-reflective consciousness or Cogito.

Offered Fall, 1977

*Richard T. Murphy***Pl 850 Cultural Hermeneutics (S; 3)**

This course will examine the emergence and development of contemporary hermeneutical theories during the nineteenth century. The notions of "historicity" and "linguisticity" will be traced from Hegel up through Heidegger and Gadamer.

Offered Spring, 1978

*Joseph F. Flanagan, S.J.***Pl 855 Seminar: Heidegger (F; 3)**

A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

*Thomas J. Owens***Pl 862 The Religious Thought of Kierkegaard (S; 3)**

Kierkegaard offers us new insights, new categories, original approaches to the problems of Faith vs. Reason; of Truth, of personal growth, of the encounter with Transcendence, etc. The course will be conducted partly by lecture, partly by seminar and discussion. It will study such works of Kierkegaard as *Fear and Trembling*, *Philosophical Fragments*, *Concluding Unscientific Postscript* and *Sickness unto Death*. (Undergraduate philosophy majors, by special arrangement, may be admitted.)

*John P. Rock, S.J.***Pl 880 Oriental Religions (S; 3)**

The single, fundamental question of oriental religions – the question of self-identity – will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptural) sources and Western interpreters.

*Peter J. Kreeft***Pl 902 Law and State in Hegel and Marx (S; 3)**

An examination of Hegel's *Philosophy of Right* in relationship to both Marx's early analysis of that work and his later theory of society. Also, consideration will be given to the contractual tradition and its analysis of law and state.

*David M. Rasmussen***Pl 930 Critical Theory (F; 3)**

An investigation of Critical Theory as it occurs in the so-called Frankfurt School. We will examine the foundations of Critical Theory in Marx and the developments of Critical Theory in Adorno, Horkheimer and Habermas.

Offered Fall, 1977

*David M. Rasmussen***Pl 933 Justice and Equality (S; 3)**

An examination of various theories of justice in the light of social theory. In addition to some of the classical theories special attention will be given John Rawls's *A Theory of Justice* along with contemporary theories of distributive justice. Some attempt will also be made to see whether such theories are relevant to our historical social reality.

Offered Spring, 1978

*Olivo Blonchette***Pl 935 Materialism, Dialectical and Historical (S; 3)**

Historical materialism, or the "materialist concept of history", is the core of Marxism. Dialectical materialism is Engel's contribution to filling out this core of Marxism. We will begin with the central categories of history: the forces and means of production, base and superstructure, ideology, class conflict and class consciousness, revolution and final Communism. Subsequently, we will deal with the main categories of dialectic: matter, the dialectic, contradiction and contrariety, evolution and the leap, space and time, and knowledge as reflection of being. We will see how these themes emerge at the various stages of the development of Soviet philosophy and in the thought of less orthodox Marxists (e.g., Lukács, Korsch, Reich, Habermas, Garaudy).

*Thomas J. Blakeley***Pl 936 Capital: Volume I (F; 3)**

A seminar on Volume One of *Capital*. The course will concentrate both on the methodology of *Capital* and the significance of the work for social philosophy.

*David M. Rasmussen***Un 948 Psychology and Politics (F; 3)**

Some attention to Freud's *Civilization and its Discontents*, and to Marx and Habermas, but chiefly a close consideration of the first and most comprehensive endeavor to scientifically "psychologize" politics, Hobbes' *Leviathan*.

Offered Fall, 1977

*Thomas J. Blakeley**Robert K. Faulkner***Pl 950 Social Phenomenology (S; 3)**

An examination of the phenomenological tradition of social thought as it is represented by the problems of the later Husserl and as it is developed by Alfred Schutz.

Offered Spring, 1978

*David M. Rasmussen***Pl 953 Modern Social Philosophy (F; 3)**

The course will concentrate on the foundations of social philosophy in modern thought. The five traditions that inform modern social thought will be examined, namely, the contractual, the empirical, the utilitarian, the idealistic and the dialectical.

Offered Fall, 1977

David M. Rasmussen

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PHYSICS

PI 965 Ethical Theory (S; 3)

A critical examination of the ethical theories of Plato, Aristotle, Augustine, Aquinas, Kant and Scheler.

Offered Spring, 1978

Joseph F. Flonogon, S.J.

PI 966 De Anima: Aristotle and Aquinas (F; 3)

The issue is rational psychology and the thesis is that nowhere was it better developed than in the work of "the Philosopher" and his main medieval commentator. We will concentrate on Aristotle's book on the soul and on Aquinas' similarly named work. Seminar work will be done on the nature of the soul, its functions, its destiny; as well as on what has become of all these questions in the centuries since the heyday of rational psychology.

Offered Fall, 1977

Thomos J. Blakeley

PI 970 Logic and World (S; 3)

Kant, Husserl, and the early Wittgenstein saw in logic the "key" to an insight into the essential structure of the world. Their appeal to logic as "mirror of the world" will be examined and evaluated. Then, an over-all critique will undertake to assess the feasibility of a transcendental logic. Some acquaintance with the three philosophers mentioned, especially Kant, would be helpful, but is not an absolute prerequisite.

Offered Spring, 1978

Richard T. Murphy

PI 973 Problems in Metaphysics (F; 3)

An examination of contemporary positions on Existence and Being in the light of the history of metaphysics in Western Philosophy.

Offered Fall, 1977

Normon J. Wells

PI 979 The Materialist Conception of History (S; 3)

The materialist conception of history succeeded the idealist conception of history which, in turn, had displaced the Christian vision. We will examine—in a seminar format—the various dimensions of the "turn to history" in the neo-Augustinianism of the late Middle Ages, in various Renaissance thinkers (the "utopians"), in some "pre-modern mystics", in German idealism, in neo-Kantianism and, finally, in Marxism and neo-Marxism.

Offered Spring, 1978

Thomos J. Blokeley

PI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Physics (Ph)

All courses under Core Offerings may be used to fulfill the science core requirement. Core Courses are divided into three groupings to reflect the main approach and orientation of the offerings. Liberal Arts courses provide a necessary scientific perspective in a liberal education. Interdisciplinary Courses deal with selected topics in physics and have special cross-disciplinary importance and application. Traditional Courses deal with a variety of topics in classical and modern physics in a traditional way. A dagger (†) after a course number indicates a one-credit, five-week mini-course. Any three mini-courses (but not one-credit labs) taken during the same academic year will fulfill one semester of the core requirement. Courses above 300 are primarily for physics majors, except for Ph 353 (Photography) which is a general elective.

Liberal Arts Courses (Core)

Ph 111-112 Physics for the Curious I, II (F, S; 3, 3)

This course is designed to introduce the non-technically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered will be examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as

Galileo's conception of motion and Einstein's theory of relativity will be broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers. No mathematics prerequisite: Recommended laboratory (optional): Ph 101-102. Boldossore DiBortolo

Ph 115-116 Structure of the Universe I, II (F, S; 3, 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system; physics of the sun and planets; space discoveries; creation and structure of stars and galaxies; relativity and cosmology; extraterrestrial life; astronomical concepts. No mathematics prerequisite.

Jock Joffe

Ph 121[†] Horizons in Space (F; 1)

Startling recent discoveries have been made throughout the solar system, and beyond. This course will deal with the latest information on: the sun (solar flares, prominences, the corona); interplanetary space (the solar wind and structure); the earth (the magnetosphere and auroras); comets and the failure of Kohoutek; and recent satellite missions to Jupiter, Mars, Venus, and Mercury. Spectacular films on the sun and the aurora will be used. Three hours per week for five weeks. No prerequisites.

Robert L. Corovillano

Ph 122[†] Concepts of Einstein's Relativity (F; 1)

The empirical facts supporting Einstein's theories of relativity will be discussed and their implications on the nature of space and time contrasted with intuitive notions. There will be little mathematics used in the course beyond simple algebraic manipulations. Paradoxes and cosmological implications of relativity will be explored. Three hours per week for five weeks.

Jack Joffe

Ph 123[†] What is Matter? (F; 1)

This course consists of a series of lectures and demonstration experiments which present the theory and data that have led to the modern view of matter. The impact of this change on contemporary thought will be explored. No mathematics or other prerequisite. Three hours per week for five weeks.

Solomon L. Schwebel

Ph 126[†] The Greek View of Nature (S; 1)

A survey of the origins and foundations of the Western spirit of natural philosophy. The pre-Socratic monists and pluralists; the problem of permanence and change, the one and the many. The syntheses of Plato and Aristotle. Fragmentation of the sciences; Hellenistic and Alexandrian science through Ptolemy. Three hours per week for five weeks. No mathematics or other prerequisites.

Rein A. Uritom

Ph 127[†] Physical Science in the Middle Ages (S; 1)

A survey of the rich tradition of science before 1500. Medieval Arab science. The rediscovery of classical Greek science. The ascendance and influence of Aristotle. Scholastic science; Roger Bacon, Oresme, Buridan, Nicholas of Cusa. Precursors of modern science; medieval mechanics, impetus theory. Three hours per week for five weeks. No mathematics or other prerequisites.

Rein A. Uritom

Ph 128[†] Science and Civilization in China (S; 1)

A survey of the development of a view toward natural phenomena in a non-western civilization. The course will cover major aspects of Chinese science, and its relation to Chinese civilization generally, in the classic historical periods, from the Chou, through the Han, Tang, and Sung dynasties, up to current developments in the People's Republic. Comparisons will be made with western science and thought. Three hours per week for five weeks. No mathematics or other prerequisites.

Rein A. Uritom

Ph 131 Origins of Scientific Thought (F; 3)

A study and analysis of those factors in Man's history from prehistoric time up to and including the time of Newton which contributed to the development of scientific thought. The changing attitude of Man to the world about him; the "explanations" which he accepted will be discussed in the context of the ancient civilizations of Egypt and Babylonia, of the civilization of Greece and Rome, and of Western Europe up to the time of Newton.

Solomon L. Schwebel

Ph 132 The Art of the Scientist: A Quest for Understanding the Physical Universe

The nature of physical theories, their philosophical foundations, and their evolution will be the major themes of this course. The basic concepts of Classical Mechanics, Field Theory, Relativity Theory, and Quantum Mechanics will be presented and developed as needed. The same will be true of the mathematical and philosophical aspects of the subject. The emphasis of the course will be on the art of the sciences rather than on their techniques. No specialized knowledge will be required to understand the course, which is open to all interested students.

Offered 1977-78

Ph 135 War, Peace, and Science in the Atomic Age

A course that examines the interaction between science and technology and war and peace in the years since the 1930's. The development of the atomic bomb is discussed as the beginning of a new role of science in world affairs. An examination of the atomic era since 1945 will include topics such as: the effects of the bomb in current life and thought, the cold war and the arms race, channeling of science by the military, new weapons technology, strategic thinking. The last part of the course considers counter-military trends, disarmament, the peace movement, new social responsibility of science, the valid roles of science.

Not offered 1976-77

Ph 138 Science and Theology

A study of the interrelationships existing between man and nature and God and nature, as conceived by the scientist and by the theologian. Scientific theories of the origin and continuing existence of the universe will be related to the nature and action of a Supreme Being on a material world. Coordination of physical and theological concepts will be achieved through the use of elementary logical and metaphysical principles.

To be offered 1977-78.

Interdisciplinary Courses (Core)**Ph 168 Physical Principles in Medical Technology and in the Delivery of Health Care (F, S; 3)**

An examination of physical principles of instrumentation and practices commonly employed in medicine, such as fluid pumps, suction and drainage, temperature measurements, display instruments including graphic recorders and cathode ray tubes, electrocardiography and pacemakers, X-ray and nuclear radiation. Demonstration of medical instruments. Films on relevant topics and field trips to hospital and medical instrument displays. This course is open to upperclassmen specializing in Nursing and Pre-Medical programs, and to freshmen honor students in the School of Nursing.

Joseph H. Chen

Ph 171-172 Energy and the Environment, a Technoscientific Perspective I, II (F, S; 3, 3)

A course primarily for non-science majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. No mathematics prerequisite. One lecture and one seminar per week.

Gabor Kalman

Ph 175-176 Physics and Perception I, II (F, S; 3, 3)

This two-semester course is designed for psychology majors and others interested in behavioral science, particularly perception. Topics include: principles of acoustics, optics, and electricity; vision and color; auditory characteristics; electrical circuits and analogy between the behavior of computers and neurons; threshold levels of perception; dimensionality of vision and hearing; Fourier analysis of waves. The unifying concepts in the course are waves and energy. Laboratory is an integral part of this course and serves both to demonstrate and to introduce concepts; and to deal with statistical techniques of data analysis and testing with significance. The overall unity of the course will provide a perspective on the

historical development and scope of physics in contrast to other disciplines. No mathematics prerequisite. Two lectures and one two-hour laboratory per week.

Robert L. Carovillano

Robert H. Eather

Traditional Courses (Core)**Ph 183-184 Foundations of Physics I, II (F, S; 3, 3)**

This course provides an introduction to concepts in modern and classical physics. There is no mathematics prerequisite. Topics include: Classical Physics, Energy, Electricity (D.C. and A.C.), Frames of Reference and Relativity, Optics, Quantum Physics, Sound. Recommended Laboratory (optional): Ph 101-102.

Robert L. Becker

Ph 211-212 Introduction to Physics I, II (Calculus) (F, S; 4, 4)

Prerequisite: Mt 100-101 (may be taken concurrently).

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion, acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetic oscillations and waves, geometrical optics and optical instruments, and the wave properties of light. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

The Department

Ph 213 Introduction to Physics III (Modern Physics) (F; 3)

Prerequisite: Ph 211-212 or equivalent.

A continuation of Ph 211-212, developing the fundamentals of modern physics; special relativity, the wave-particle duality, quantum description of a particle, the structure of simple and complex atoms and of molecules, solids and nuclei, elementary particles.

Francis A. Liulmo, S.J.

Laboratory Offerings**Ph 101-102 Introductory Physics Laboratory I, II (F, S; 1, 1)**

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. Lab fee: \$25.00.

Robert L. Becker

Ph 203-204 Introductory Physics Laboratory III, IV (F, S; 1, 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. Lab fee: \$25.00.

Francis McCaffrey

Ph 405-406 Physics Laboratory I, II (F, S; 1, 1)

Selected experiments in atomic, nuclear and solid state physics, electronics, and spectroscopy designed to familiarize the student with experimental methods. Primarily for physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00.

The Department

Ph 505-506 Experimental Physics I, II (F, S; 1, 1)

A continuation of Ph 406 with emphasis on contemporary physics problems. Primarily for senior physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00

The Department

Electives (Primarily For Majors)**Ph 311-312 Microscopic Physics I, II (F, S; 4, 4)**

Prerequisite: Mt 200-201 (may be taken concurrently)

An introduction to the microscopic structure of matter according to classical and modern principles, including relativity. Historical origins of these theories. First semester: Kinetic theory of gases; equilibrium and thermodynamic concepts; statistical methods and probability; phase changes; applications. Second semester: Rela-

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PHYSICS

tivistic concepts; the Planck radiation law; photoelectric effect; wave-particle duality; the Bohr atom; introduction to wave mechanics; simple solutions to the Schrödinger equation.

John H. Kinnier, S.J.

Ph 353 Introduction to the Principles and Techniques of Photography (F, S; 3)

This course is designed to provide students in the arts, sciences and humanities with a working knowledge of photographic techniques and of the use of photography as a medium for artistic expression. It covers the techniques for utilization of common photographic equipment and materials as well as photography's historical origins and physical fundamentals. Practical experience in darkroom procedures and in the utilization of various types of photographic apparatus is provided through laboratory exercises. No previous background in science or math is required. Enrollment limited. Two lectures and one laboratory period per week. Lab fee: \$50.00.

George J. Goldsmith

Ph 382 Optics (F; 3)

A balanced treatment of geometrical, physical, and modern optics, including image formation, optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, multiple reflections, Fourier transform spectroscopy, holographs, and lasers.

George J. Goldsmith

Ph 401 Mechancis (S; 4)

Classical mechanics, relativity, and applications at the intermediate level. Statics and dynamics of a rigid body in a plane. Motion in a central field. Accelerated reference frames. Rigid body in three dimensions; the top. Small oscillations, normal coordinates. Wave motion. Generalized coordinates; Lagrange's and Hamilton's equations.

Rein A. Uritom

Ph 402 Electricity and Magnetism

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.

To be offered 1977-78.

Ph 411 Atomic and Molecular Physics (F; 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; X-rays; molecular physics.

Rein A. Uritom

Ph 412 Nuclei and Particles (S; 4)

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries.

Robert L. Becker

Ph 421 Molecular Structure and Spectra

The molecule is used as a system to illustrate important principles of physics, in both quantum and classical areas. The use of molecular spectra as a probe of various systems, including atomic nuclei, chemical reactions, atomic motions in fluids, and extraterrestrial matter will be developed. The course will include vibrational and rotational energies, absorption and emission of radiation, and the role of symmetry, nuclear spin, and nuclear statistics in molecular spectra. Normal coordinates, the rotational and vibrational structure of electronic transitions, and Raman scattering will be treated. Instrumentation used to obtain spectra (both neutron and electromagnetic) from molecules will be discussed in detail.

Not offered 1976-77

Ph 425 Introduction to Solid State Physics

Prerequisite: Mt 100-101; one year of physics.

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids. Physical characterization of materials with their geological implication. Open to all science majors.

Ph 426 Topics in Solid State Physics and Applications (F; 3)

Topics will include a brief introduction to general properties of solids leading to the consideration of semiconductors and devices, magnetism in solids and its applications, superconductivity, microscopic models relevant to metallurgy.

Joseph H. Chen

Ph 432 High Energy Physics

The course will follow the historical development of high energy physics, from the discovery of elementary particles (positrons, muons, pions) in cosmic radiation up to the development of the powerful accelerators and elaborate detection systems in current use, and the large tabulation of elementary particles which has resulted. The course will include kinematics of reactions at high energy, schemes for characterizing and systematizing elementary particles, such as symmetry groups, and also invariance principles, selection rules, and the interactions of nature, particularly the nuclear reaction. The special theory of relativity will be developed and applied.

Not offered 1976-77

Ph 480 Introduction to Mathematical Physics (S; 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: complex variables, Fourier series, Laplace and Fourier transforms.

Solomon L. Schwebel

Ph 515 Physics of Fluids

Prerequisite: Mt 300-301 or equivalent

This course is intended to expose the student to non-linear phenomena and properties of continuous media. Elements of fluid dynamics, compressible flow, acoustics, shock waves; Navier Stokes equation; hydromagnetism.

Not offered 1976-77

Ph 525 Plasma Physics (S; 3)

Introduction to the problems, methods and concepts of plasma physics. Applications to controlled fusion research and space and astrophysical situations. Particle motions, fluid and kinetic models. Equilibrium and stability of plasma configurations. Plasma waves. Radiation from plasmas.

Gabor Kolmon

Ph 535-536 Projects in Experimental Physics I, II (F, S; 3, 3)

Prerequisite: permission of Chairman.

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week. Lab fee: \$50.00.

The Department

Ph 599 Readings and Research in Physics (F, S; credits by arrangement)

By arrangement

The Department

Graduate Courses

Ph 700 Physics Colloquium (F, S; no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

Ph 707-708 Physics Graduate Seminar I, II (F, S; 1, 1)

Discussion of special problems and current literature. Credit may be obtained only by regular participation in the discussions.

Solomon L. Schwebel

Jock Joffe

Ph 711 Classical Mechanics (F; 3)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Jock Joffe

Ph 721 Statistical Physics I (S; 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

Solomon L. Schwebel

Ph 722 Statistical Physics II (F; 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.

Solomon L. Schwebel

Ph 732 Electromagnetic Theory I (S; 3)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Robert L. Cororillono

Ph 733 Electromagnetic Theory II

Special theory of relativity; covariant electrodynamics; Lienard Wiechert potentials; radiation theory; radiation damping; selected applications to nuclear physics and astrophysics.

Offered 1977-78

Ph 741 Quantum Mechanics I (F; 3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Pradip M. Bakshi

Ph 742 Quantum Mechanics II

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.

Baldassare Di Bartolo

Ph 799 Readings and Research in Physics (F, S; credits by arrangement)

By arrangement

The Department

Ph 801 Physics Thesis Research (F, S; 3, 3)

A research problem of an original and investigative nature.

By arrangement

The Department

Ph 802 Physics Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$95.00) paid each semester until the thesis is completed.

By arrangement

The Department

Ph 810 Techniques of Experimental Physics

An advanced laboratory course in contemporary methods and procedures of experimental physics. Specific projects are undertaken in the area of optics, solid state electronics, spectroscopy, microwaves, ferroelectricity, shock wave techniques, flash photolysis, Mössbauer spectroscopy, thin film, and vacuum technology. Six hours per week by arrangement.

Ph 835 Mathematical Physics I (F; 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Pradip M. Bakshi

Ph 836 Mathematical Physics II

Green's functions, complex variables, linear operator theory and other topics.

Ph 847 Solid State Physics (F; 3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity.

Baldassare Di Bartolo

Ph 860 Plasma Physics

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfvén waves; selected applications of astrophysical and geophysical importance.

Ph 870 Space Physics

A selection of current research topics in space physics such as the theory of the solar wind, interactions of the solar wind with the magnetosphere, and hydromagnetic wave propagation in a dipole ionized plasma.

Ph 880 Astrophysics (F; 3)

Summary of observed stellar properties. Principles of the evolution of stars. Energy generation, radiative transfer, hydrostatic equilibrium. Late phases of stellar evolution: white dwarfs, neutron stars. Radio emission from the sun and pulsars. Plasma astrophysical problems.

Gabor Kalman

Ph 930 Advanced Topics in Solid State Physics (S; 3)

Prerequisite: Ph 847 or the equivalent.

The topics studied depend upon the interests of the students.

Joseph H. Chen

Ph 950 Group Theory

Basic concepts; point symmetry groups; continuous groups; selected applications in quantum and elementary particle theory.

Ph 970 Quantum Mechanics III

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.

Ph 975 Many Body Physics

This course is intended to provide an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods appropriate for different physical situations. Noninteracting FERMI and BOSE systems. BOSE condensation. HARTREE and HARTREE-FOCK approximation. The electron gas. Normal and ferro-magnetic state. Correlation energy. WIGNER lattice. Hard core interaction. Nuclear matter. Superconducting state. The COOPER-phenomenon. BOSE systems. Superfluidity. GREEN function method. Diagram technique. DYSON equations. Response functions, structure function. High density many body systems.

Ph 980 Elementary Particle Physics (F; 3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, dispersion relations, field theory and recent developments.

Rein A. Uritam

Ph 985 General Theory of Relativity (S; 3)

Review of special relativity; tensor analysis; principle of equivalence; field equations; tests of general relativity; selected topics in gravitational radiation, singularities, cosmology, and relativistic astrophysics.

Jack Jaffe

Ph 990 Topics in Physics

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department.

The Department

Ph 992 Advanced Topics in Mathematical Physics (S; 3)

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

Pradip M. Bakshi

Ph 999 Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

Political Science (Po)

Core Courses: Introductory

Students may take only one of these sequences.

Po 021-022 American Government (F, S; 3, 3)

This course is an extended treatment of the essentials of American Government (national, state, local), and of selected policy issues. Counts toward core requirement.

Offered 1977-78

Kay Schlozman

Po 041-042 Fundamental Concepts of Political Science (F, S; 3, 3)

Introduction to the study of governmental systems, basic political concepts and political science as a scholarly discipline. For majors only. Counts toward core requirement.

Christopher J. Bruell

William Lavage

Edward S. Milenky

Marc Landy

Donald J. Maletz

Robert K. Woetzel

David Ray

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POLITICAL SCIENCE

Po 061 Perspectives on American Democracy: The Organization Of Power (F; 3)

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pro's and con's of both process and results. Counts toward core requirement.

Dovid R. Monworing

Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S; 3)

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For non-majors. Counts toward core requirement.

Gory P. Brozier

Po 071 Political Classics (F; 3)

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Abraham Lincoln, Winston Churchill and George Orwell. The class will divide into small discussion sections on Fridays. Counts toward core requirement. Non-majors only.

David Lowenthal

Core Courses: Electives

Intensive and not open to freshmen. May be taken without any previous introductory courses. For course descriptions, consult regular listings below.

Fall

Po 501 International Politics

Po 605 Foundations of Modern Politics

Po 609 American Political and Social Thought

Po 611 Shakespeare's Understanding of Political Life

Spring

Po 302 American National Government

Po 320 Debates on Civil Liberty

Po 402 Politics in Western Europe

Po 404 Politics in Germany

Po 422 Crisis Politics

Special Undergraduate Courses

Un 201 Urban Affairs Symposium (S; 3)

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

*The Department
Mortin Lowenthal
Allen Wokstein*

Po 281 or 282 Individual Research in Political Science (F or S; 3, 3)

One semester of research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of teacher desired must be solicited.

The Department

Po 291-292 Senior Honors Program in Political Science (F, S; 3, 3)

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his advisor.

The Department

UNDERGRADUATE ELECTIVES

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to twenty students, primarily juniors and seniors.

American Politics

Po 302 American National Government (S; 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. An intensive core course; not open to freshmen.

Robert Sciglione

Po 304 American Presidency (S; 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership.

Morc Londy

Po 305 State and Local Government (F; 3)

Analysis of state constitutions; legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Offered 1977-78

Gory P. Brozier

Po 307 American Parties and Elections (F; 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed upon the election as a form of democratic control and the role of parties in the functioning of democracy.

Koy Schlozman

Po 308 Public Administration (S; 3)

This is a general survey of the theory and practice of administration in the public sector. Among the topics treated are: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Special emphasis will be placed upon encouraging the student to develop an understanding of the problems and potential of administration in public organizations.

Offered 1977-78

William M. Lovoge

Po 309 The Legislative Process (F; 3)

This course examines the policy making process in American legislatures. It focuses primarily on the U.S. Congress. The course attempts to assess the impact of the following factors on the legislative process: committee structure, interest groups, individual personality, established procedure, legislative elections, legislative staff, the Executive, and party leadership.

David Ray

Po 310 Politics and the Administration of Justice (S; 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand. Not open to students who have taken Po 313-314.

Offered 1977-78

Dovid R. Monworing

Po 311 Urban Politics (F; 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and, an assessment of political alternatives for the governing of urban areas.

William M. Lavoge

Po 312 Topics in American Politics: The President, Congress and the War Power (S; 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Robert Scigliano

Po 313 Political Life in American Democracy (F; 3)

This course will consider the political life of the ordinary American citizen focusing upon such questions as how citizens learn about the political system, how they participate in political life and what they think about political issues. Attention will be given to the special concerns and approaches of certain politically relevant social groups such as students, blacks, women, and white workers. Special emphasis will be placed on the question of how much difference the preferences and opinions of ordinary citizens should and do make in American democracy.

Kay Schlozman

Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

Po 320 Debates on Civil Liberties (S; 3)

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

Dovid Lowenthal

Dovid R. Manworing

Po 321 American Constitutional Law (F; 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on such topics as judicial review, federalism, the national commerce power, due process of law, and civil liberties.

David R. Monworing

Po 324 Politics of Administration (S; 3)

This course will be devoted to an examination of the politics of public organization and administration at the level of American national government. Special consideration will be given to the political relationships involving the President, federal agencies, Congress, and private interest groups. An underlying theme of the course will be an assessment of the political problems inherent in policy implementation, policy change, and accountability in the federal bureaucracy.

William M. Lavoge

Po 325 Intergovernmental Relations (F; 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1977-78

Gary P. Brazier

Po 327 Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Gary P. Brazier

Po 329 American Political Ideas and Institutions (F; 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Offered 1977-78

Robert Scigliano

Po 330 The Politics of Health and Welfare (S; 3)

This course examines the national policy-making process in the areas of health and welfare. It identifies the major actors in that process and examines their resources and customary strategies. The course assesses the intended and actual impact of existing health and welfare policies. It also assesses the probable impact of various proposals for new health policies and for welfare reform. It examines the likelihood that certain of these proposals will be enacted, and attempts to specify the political conditions which might increase or reduce that likelihood.

David Ray

Po 335 Pressure Groups: Private Power and the Public Interest (F; 3)

This course will examine the nature of private interest groups and their role in the formation of public policy. Special attention will be paid to the degree to which the public interest is served – or is not served – by the process of competition between such groups. Extensive use will be made of case studies such as the politics of medicare.

Offered 1977-78

Koy Schlozman

Po 337 Judicial Process (F; 3)

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Robert Scigliano

Po 339 Public Policy (F; 3)

A systematic study of the determinants, content and outcomes of public policy making in the United States and of the methods which have been developed for analyzing policy formation in specific public program areas. Special attention will be paid to evolutionary trends in policy making and their likely effects upon the future scope and substance of governmental activity.

Marc Londy

Po 341 Representation (F; 3)

An inquiry into two facets of representation: (1) who should be represented in political affairs, and (2) how should they be represented? The first facet of the inquiry will lead us to consider the movements extending the right to vote to all adult white males, to blacks, to women, and to youths; the second facet, into methods of representation and the relationship between representatives and the public.

Robert Scigliano

Po 353 Urban Politics Seminar (F; 3)

This course is an intensive analysis of power distribution and decision-making in American cities. The topics covered include: power distribution in the cities; the processes of decision-making and policy formulation; policy outcomes; and prescriptions for change in city politics. Heavy reliance is placed upon case studies in the attempt to appraise critically the nature of political pluralism in the cities and its impact on urban political life.

William M. Lavoge

Po 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S; 6, 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices.

Gary P. Brazier

Po 358 Comparative State Legislatures (S; 3)

This course examines the current effort to move beyond case studies of individual state legislatures to a broader and more theoretical comparative approach. Topics will include: characteristics of indi-

vidual legislators, committee systems, the "professionalization" of state legislatures, state legislative elections, the impact of legislative procedures on policy outcomes, and the attempt to assess the performance of state legislatures. *Dovid Roy*

Po 362 Leadership (S; 3)

This seminar will examine approaches to the study of political leadership and how it is exercised in a variety of settings including government, corporations, trade unions and universities.

Morc Londy

Po 371-372 Women in Political and Governmental Careers (F, S; 3, 3)

A continuing education year-long program designed to encourage and educate women in the intricacies and realities of the political world and to learn the skills necessary to seek appointive or elective office and employment in local, state or national government. A special program open to non-matriculating students only.

Betty Toymor

COMPARATIVE POLITICS

Po 402 Politics in Western Europe (S; 3)

A comparative analysis of political thought, action, and organization in Britain and France. Serves as an introduction to the study of comparative politics. Intensive core course. *Morvin Rintola*

Po 404 Politics in Germany (S; 3)

A comparative analysis of the political systems of Imperial, Weimar, National Socialist, and Bonn Germany. The theme will be: what changes, and what does not change? In both cases, why? Serves as an introduction to the study of comparative politics. Intensive core course. *Morvin Rintola*

Po 405-406 Politics in Western Europe (F, S; 3, 3)

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive core course.

Offered 1977-78

Morvin Rintola

Po 407 The Government and Politics of East Central Europe (F; 3)

This course analyzes the political developments of the countries of East Central Europe. Special emphasis is placed on the Communist seizure of power, the processes of Sovietization, and the relations among the Communist bloc countries.

Peter S. H. Tong

Po 409 Soviet Political Institutions (F; 3)

This course traces the history of the Soviet state through its phases under Lenin, Stalin, and Khrushchev. The contemporary Soviet political system will be analyzed, stressing the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of revolution, political construction, legitimacy in a modern industrial polity.

Donold S. Corlisle

Po 410 Government and Politics of China (S; 3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tong

Po 412 Comparative Urban Politics (S; 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems. *Gory P. Brozier*

Po 413 Political Development and Modernization (F; 3)

The study of the growth and decay of political systems, problems of modernization, and political responses to the requirements of economic and social development. Focus will be on the Third World, but with reference to European and North American patterns of modernization. The course will be oriented around such

problems as political participation, nation-building, cultural change, the management of resources, and strategies of change, as manifested in the experience and contemporary situations of particular countries. *Edword S. Milenky*

Po 418 Government and Politics of Latin America (S; 3)

This course will survey and analyze contemporary issues, groups, institutions, and ideologies in Latin America as a political and cultural region. It will be concerned with the pattern of politics in Latin America. A topical survey will be combined with an in-depth analysis of particular countries presented as a typology of attempted solutions to the problems of order, social justice, and economic well-being. For 1976 these countries will be Colombia, Cuba, Mexico, and Brazil. Briefer studies will be made of other countries. The methods of Comparative Politics as a field of inquiry within Political Science will be introduced and applied.

Edword S. Milenky

Po 422 Crisis Politics: Violence, Revolution and War (S; 3)

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive core course; not open to freshmen. *Donald S. Corlisle*

Po 451 Problems of Political Development: Latin America (F; 3)

This seminar will allow the student to combine a study of the literature of Political Development with consideration of substantive issues in the field as they apply to the problems of particular Latin American countries and Latin America as a political and cultural region. In an effort to construct and explore a typology of problems and levels of development, attention will be focused on Argentina, Bolivia and Chile, with some attention to Uruguay and Paraguay. *Edword S. Milenky*

Po 462 Parties and Party Systems (S; 3)

This seminar tries to define the concepts of party and of party system and to distinguish different types of parties and of party systems in selected modern political systems, especially in Western Europe. Class discussion will focus first on common readings and then on individual research projects. *Morvin Rintola*

International Politics

Po 501 International Politics (F; 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics. Intensive core course. *Donold L. Hofner*

Po 504 International Politics of Europe: World War II to the Present (S; 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division. *Donold L. Hofner*

Po 505 American Foreign Policy (F; 3)

An examination of major patterns of United States foreign policy with special emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. SALT, The Middle East and Indo-China, will be treated in the context of international relations with special reference to area and subject factors, and milestones of American foreign policy and the U.S. decision-making process, as illustrated by case studies. The effect of current events are dealt with in regular discussion and related to the subject matter of the course. *Robert K. Woetzel*

Po 506 Soviet Foreign Policy (S; 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries, (3) policy toward other

Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donold S. Carlisle

Po 508 International Communist Movement (S; 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S. H. Tong

Po 509 International Organization (F; 3)

The study of the search for peace, world order and welfare. International organizations will be studied as independent actors in world affairs; as processes for institutionalizing relations among states, subnational and transnational groups; and as means through which a nascent international community pursues common objectives. Topics include the United Nations, regional integration, regional organizations, functional organizations and issues of current importance such as the eco-crisis, the demands of the Third World, the superpowers and world organization.

Offered 1977-78

Edword S. Milenky

Po 510 Comparative Foreign Policies (S; 3)

An examination of the foreign policies of major powers of the twentieth century, including Britain, France, the two Germanies, the U.S.S.R., China and Japan on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Domestic factors are related to foreign policy. Special reference will be made to the policies of the developing nations as they affect the peace and security of mankind. Current events are discussed in the context of lecture-discussions.

Robert K. Woetzel

Po 512 Sino-Soviet Relations (S; 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S. H. Tong

Po 521 Politics of the Third World: Communism, Nationalism and Modernization (F; 3)

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Offered 1977-78

Peter S. H. Tang

Po 552 International Law and Politics (S; 3)

This seminar is designed to acquaint students with fundamentals of international law and politics. It consists of basic readings in these fields including works on International Law and Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. International problems relating to individual responsibility under international law are specially treated. Current events relating to this *Problemotik* are dealt with in regular discussions.

Robert K. Woetzel

Political Theory

Po 603 Problems of Liberal Society (F; 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

Offered 1977-78

David Lowenthal

Po 605 Foundations of Modern Politics: Technological Society (F; 3)

An introductory examination of leading theories about justice, freedom, and political society since Machiavelli. In 1976-77 the course will concentrate upon the implications, moral, political, and economic, of modern technology and science. Readings will be drawn from contemporary critics and writers such as Huxley and Heidegger, from Rousseau, Locke, and Machiavelli, but chiefly from the original theorists of scientific-technological society, Francis Bacon. Intensive core course; not open to freshmen. A graduate section will focus on Bacon's political works. Robert K. Foulkner

Po 609 American Political and Social Thought (F; 3)

A study of the promise, problems, institutions, and powers in the American liberal democracy. Attention is concentrated upon the writers most influential or penetrating. In 1976-77 the chief text will again be Tocqueville's *Democracy in America*, although readings will also be drawn from works of F. D. Roosevelt, Lincoln, Jefferson, Hamilton, Madison, and contemporary critics such as Marcuse and Kristol. Intensive core course; not open to freshmen.

Robert K. Faulkner

Po 611 Shakespeare's Understanding of Political Life (F; 3)

A study of those plays of the greatest modern poet dealing particularly with political matters, such as: *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*, *The Merchant of Venice*, *Henry V*, *Macbeth*, *King Lear*, *Measure for Measure*, and *The Tempest*. The course will concentrate on a careful reading and explanation of the texts in an effort to discover the deepest problems of politics as Shakespeare saw them. Intensive core course; not open to freshmen.

David Lowenthal

Po 612 The Political Philosophy of Plato (S; 3)

The reading for 1977 will be the *Republic*. Challenged to defend justice by two intelligent and ambitious young men who are attracted to tyranny, Socrates invites them to join in founding a just city in speech where the character and goodness of justice will be fully revealed.

Christopher J. Bruell

Po 614 The Behavioral Study of Politics (S; 3)

An examination of the philosophy, techniques and accomplishments (empirical and theoretical) of the behavioral approach in political science. Junior standing or consent of instructor.

Donold L. Hafner

Po 616 "Socrates and Cyrus: The Political Philosophy of Xenophon" (S; 3)

The course will examine Xenophon's treatment of the contest between the ways of life represented by the philosopher Socrates and the great founder of the Persian empire Cyrus. The question whether Xenophon's own partly political, partly theoretical life represents a third way will be taken up, as well as the relation between Socrates and the city of Athens. Readings will consist mainly of three books by Xenophon: *Education of Cyrus*, *Memoirs (of Socrates)*, and *Analysis of Cyrus* (whose hero is Xenophon himself).

Offered 1977-78

Christopher J. Bruell

Po 617 Modern Political Theory (F; 3)

An examination of some major works of political philosophy from the period of Kant to the present, with concentration chiefly on the German tradition. Readings will be drawn from the writings of Kant, Hegel, Marx, Nietzsche and others. The course will attempt to examine and evaluate the emerging critique, from both the right and the left, of modern liberal democracy.

Donald J. Maletz

Po 618 Introduction to the Philosophy of Law (S; 3)

An introduction to the study of the role of law in political life. The first part of the course will consider several writings by the American founders about the role of the law and the courts under the Constitution. The second part of the course will be an examination of the debate about the relations between law and morality in a liberal democracy. Finally, consideration will be given to the discussions of the problem of law in several of the great classics of political philosophy.

Donald J. Maletz

Po 619 Socratic Dialogues (F; 3)

Offered 1977-78

Christopher J. Bruell

Po 620 Politics, Art and Literature: The Russian Experience (S; 3)

Central attention in this course is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416). *Donold S. Corlisle*

Po 621 The Political Man: Anthropological Foundations of Politics (F; 3)

An inquiry into the underlying notions of "what is man, what he ought to be and what he could be" and their relevance for political thought, planning and action. Special emphasis on the issues of the perfectibility of man, progress and technology. The works of Nietzsche and Dostoevsky will be used to provide the common experiential and typological background for the discourse.

Lubomir Gleimon

Po 622 Thucydides, War and Peace (S; 3)

The course is a study of Thucydides work on the 27-year Spartan-Athenian War. The aim is to discover and consider Thucydides' understanding of the causes of war, the prospects for peace, the relation to questions of war and peace of differences in government and national character, the varieties of political leadership and the responsibilities of political leaders.

Offered 1977-78

Christopher J. Bruell

Po 624 The Totalitarian Syndrome and Its Origins (S; 3)

An inquiry into the problematic structure, genesis, and contemporary challenge of the totalitarian phenomena.

Lubomir Gleiman

Po 626 Democracy: Kinds, Advantages, Problems (S; 3)

A survey of various sorts of popular regimes. Some attention will be given to illuminating (but non-American) examples, such as Swedish social democracy and the democratic empire of ancient Athens. Attention will be chiefly focused however, upon, first, the leading theorists of modern social and liberal democracy (especially Mill and Rousseau), and, second, the older theorists of democratic republic (Machiavelli, Polybius, Aristotle). *Robert K. Foulkner*

Po 654 The Political Philosophy of Hegel (S; 3)

An examination in detail of Hegel's writings on history and politics.

Donold J. Moletz

Po 655 Fundamental Concepts of Classical Political Philosophy (F; 3)

Offered 1977-78

Christopher J. Bruell

Po 656 Studies in Modern Political Theory (S; 3)

A study of selected topics in political thought after Hegel, with concentration on the major critics of liberal democracy.

Offered 1977-78

Donold J. Moletz

Po 661 The Thought of Mao Tse-Tung (F; 3)

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad. *Peter S. H. Tong*

Po 662 Pathology of Politics and Political Maturity (S; 3)

An inquiry into the functionality and dysfunctionality of secrecy, treason, spying, lying, corruption, prostitution, violence, terror in politics and political theory. Issues of political realism and ethics. The problematic issue of political maturity. *Lubomir Gleimon*

Po 663 Political Argument: Lincoln's Speeches and Aristotle's Rhetoric (F; 3)

This seminar examines political argument, oral and written, by considering closely the most important speeches of Lincoln, and the classic text by Aristotle.

Offered 1977-78

Robert K. Foulkner

GRADUATE OFFERINGS**American Government****Po 701 Party Systems and Electoral Politics (F; 3)**

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government. *Koy Schlozman*

Po 703 The U.S. Congress (F; 3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency. *Gory P. Brozier*

Po 705 The American Founding (F; 3)

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.

Offered 1978-79

Robert Scigliano

Po 708 Judicial Politics (S; 3)

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics" — the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.

Offered 1977-78

Dovid R. Monworing

Po 709 Judicial Process (F; 3)

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject. Offered 1977-78

Robert Scigliano

Po 710 The American Presidency (S; 3)

An historical and analytic development of the office and powers of the Chief Executive.

Robert Scigliano

Po 713 Metropolitan Area Government (F; 3)

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.

Offered 1977-78

Gory P. Brozier

Po 716 Private Interest Groups and the Pressure System (S; 3)

This course will examine the nature and functioning of American pressure groups. Special attention will be paid to group theories of politics which have been formulated by American political scientists.

Offered 1977-78

Koy Schlozman

Po 718 Topics in Public Law: The Burger Court (S; 3)

Dovid R. Monworing

Comparative Politics**Po 775 Topics in Soviet Politics (F; 3)**

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia. *Donold S. Corlisle*

International Politics**Po 856 Selected Problems in International Politics and Law (S; 3)**

Treats problems of conflict resolution: the role of international law in relation to international organization; and the problem of power

in the atomic age. Examines theories of deterrence, arms control and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of international offenses against the peace and security of mankind, including international organized crime. Advanced seminar: assumes previous work in the subject area, e.g. International Law and Politics or equivalent course, Graduate or Undergraduate. Topics of research are related to current events.

Offered 1977-78

Robert K. Woetzel

Po 858 Chinese Foreign Policy (S; 3)

A study of contemporary Chinese diplomacy with emphasis on the development to date under the Communist regime. An evaluation of the Chinese Communist vital interest, goals, strategies, tactics, and conducts in their relations with other communist countries, the "nonaligned" and emerging nations, the West and, particularly, the United States.

Offered 1977-78

Peter S. H. Tang

Po 861 Contemporary International Politics Analysis (F; 3)

An examination of contemporary theoretical perspectives and analytic techniques applied to the relations among nations. Some background in American or European foreign policy or in international relations is recommended.

Donald L. Hafner

Political Theory

Po 926 Science for Society: The Political Philosophy of Francis Bacon (S; 3)

A study of Bacon's seminal endeavor to invent a scientific method that would give man power over nature. Readings focus on the *New Organon* and the *Advancement of Learning*. Attempts will be made, sometimes by visiting faculty, to compare Bacon's method and the resulting science of nature with other sorts of logic and of physical theories, both ancient and modern. This seminar complements Po 605. Each course may be taken independently, but 605 focuses on the more obviously political works of Bacon.

Robert K. Faulkner

Po 927 Political Philosophy and Poetry (F; 3)

Among the first teachers of politics were the Greek poets. Their political wisdom offered an alternative not only to the apolitical philosophy preceding Socrates but also to the political philosophy which he founded. In this seminar the quarrel between political philosophy and poetry will be examined from the side of the poets. Probable readings: Homer and/or Aristophanes. (Open to undergrads with consent of instructor)

Christopher J. Bruell

Po 928 Plato's Republic (S; 3)

Christopher J. Bruell

Po 930 Aristotle's Politics (S; 3)

A study of the founding work of political science, with a view to understand the possibilities and limits of political endeavor as Aristotle understood them.

Offered 1977-78

Robert K. Faulkner

Po 931 Shakespeare's Politics (F; 3)

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.

David Lowenthal

Po 933 Montesquieu's Persian Letters (F; 3)

Offered 1977-78

David Lowenthal

Po 934 The Political Philosophy of Machiavelli (S; 3)

A close consideration of *The Prince* and the *Discourses*, and of some material from the plays and the *Art of War*. Comparisons with Aristotle's *Ethics* and *Politics* will be encouraged.

Offered 1978-79

Robert K. Faulkner

Po 937 Aristotle's Ethics (F; 3)

Offered 1977-78

Christopher J. Bruell

Po 940 Phaedrus (S; 3)

Offered 1977-78

Christopher J. Bruell

Po 941 Natural Rights (F; 3)

A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.

Offered 1977-78

David Lowenthal

Po 943 Voegelin: A Theory of Politics (F; 3)

An intensive examination of Eric Voegelin's works, influence and his place in the contemporary revival of political theory.

Lubomir Gleiman

Special Graduate Courses

Po 799 Reading and Research (F, S; 3, 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

The Department

Po 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

Po 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Po 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Psychology (Ps)

Core Courses

Ps 030 Techniques of Behavior Control (S; 3)

Review of theory and techniques of human behavior. Topics include conditioning and habit control, brainwashing, hypnosis, self-hypnosis and biofeedback.

Daniel Baer

Ps 032 Behavior in the Human Community

A lecture course assuming no background in psychology, this course will approach behavior at the social level and will consider the interaction of individual psychological forces with social forces.

Not offered 1976-77

Ps 033 The Future of Consciousness (F; 3)

A theoretical and experiential study of consciousness. Emphasis is on recent findings concerning the nature of consciousness from the viewpoint of the natural and social sciences. Selected topics include the mind-body problem, evolution of consciousness, body consciousness, altered states of consciousness, body energy, meditation, parapsychology, cosmic consciousness, artificial intelligence, and biofeedback. Field trips, films, and guest speakers will be an integral part of the course.

Daniel Baer

Ps 040 The Human Personality (F; 3)

A general introduction to some of the subject matter of psychology, designed for nonmajors. The course will focus on the forces influencing the development of character and personality.

The Department

Ps 043 Behavior From the Outside In (F; 3)

This course will examine the wide ranging findings which suggest that behavior is determined primarily by situational-environmental factors, rather than by personality, attitudes, values, beliefs, etc., and will consider the personal and societal implications of this notion.

Michael Saks

Ps 045 Psychological Views of Man (F; 3)

Investigation of the dominant psychological views of man – psychoanalytic, behaviorist, and existential-humanist – as they define personality and deviance. An effort will also be made to explore the historical evolution of social conditions which gave rise to each of these schools and to discuss their implications for further social change.

The Department

Ps 050 Idea of Insanity (S; 3)

A lecture course, suitable for persons with no previous background in psychology. An overview of the widely differing conceptions of emotional disorder in human society; the different notions of causation, from possession by the Devil to possession by the Id; genetic, moral, social and medical views of the phenomenon of disordered behavior and of the appropriate methods of treating such behavior. Historical, literary, sociological, and psychiatric, as well as psychological material will be reviewed.

William Ryan

Ps 055 Introduction to Humanistic Psychology (S; 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

The Department

Ps 063 General Survey of Psychology as a Natural Science (F, S; 3)

This course, for nonmajors only, takes the place of Ps 073 as a prerequisite for certain higher-level psychology courses. The course includes an introduction to behaviorism, behavior genetics, ethology, physiological psychology, and information processing.

The Department

Ps 064 General Survey of Psychology as a Social Science (F, S; 3)

This course, for nonmajors only, takes the place of Ps 074 as a prerequisite for certain higher-level psychology courses. The course includes an introduction to human development (including child development), social behavior, personality, and abnormal psychology.

The Department

Introductory Courses**Ps 073 Introduction to Psychology as a Natural Science (F, S; 3)**

This introductory course for psychology majors includes an introduction to behaviorism, behavior genetics, ethology, physiological psychology, and information processing.

Peter Groy

Michael Numon

Ps 074 Introduction to Psychology as a Social Science (F, S; 3)

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health.

Morionne Lo Fronce

Michael Soks

Electives**Ps 101 Personality Theories (F, S; 3)**

Prerequisite: Ps 064 or 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnoh Conovon-Gumpert

The Department

Ps 121 Social Structure and Behavior

Prerequisite: Ps 064 or 074

The impact of socioeconomic conditions and cultural factors on individual and group behavior in Western and non-Western societies.

Not offered 1976-77

Ali Bonuozzi

Ps 131 Social Psychology (F, S; 3)

Prerequisite: Ps 064 or 074

A study of the individual and his/her social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

Edward Krupot

Sandro Sims

Ps 136 Developmental Psychology (F, S; 3)

Prerequisite: Ps 064 or 074

General psychological issues as they relate to the developing organism: heredity and environment, effects of maternal deprivation and separation, personality formation and growth, the development of intelligence, and cross-cultural methods of child rearing will be considered.

Dorothy Lekarczyk

Sandro Sims

Ps 139 Abnormal Psychology (F, S; 3)

Prerequisite: Ps 064 or 074

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

John von Felsinger

The Department

Ps 143 Experimental/Sensation and Perception (F; 3)

Prerequisite: Ps 063 or 073

The major topics covered in the course will be visual and auditory perception. The physics of light and sound will be covered briefly in order that receptor stimulation, energy transduction mechanisms, and correlated sensations may be considered. It will ultimately be shown, however, that perception cannot be accounted for on the basis of stimulation, receptor reaction, and sensation alone; the structure of information processing performed by the mind needs to be considered as well.

Rondolph Easton

Ps 144 Learning (F, S; 3)

Prerequisite: Ps 063 or 073

An analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Dorothy Lekarczyk

The Department

Ps 147 Experimental/Cognitive Psychology (F; 3)

Prerequisite: Ps 063 or 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Rondolph Easton

Ps 150 Physiological Psychology (F, S; 3)

Prerequisite: Ps 063 or 073

The two goals of this course are (a) to provide a basic background in neurophysiology and neuroanatomy, and (b) to apply this background to an analysis of the mechanisms underlying sensation, motivation, and learning. A previous course in biology is recommended, but not required.

Peter Groy

Michael Numon

Ps 154 Experimental/Motivation and Emotion (S; 3)

Prerequisite: Ps 063 or 073

This course will review and critically evaluate the experimental findings from research in the areas of motivation and emotion. The course will emphasize the biological drives and will discuss several theories of motivation and emotion along with the experimental findings on which they are based. Both animal and human experimentation will be reviewed. Topics will include ethological concepts of motivation, hunger and thirst, reproductive behavior, sleep and arousal, the central nervous system and theories of motivation and emotion, cognitive and physiological correlates of motivation and emotion in humans and psychopharmacology.

Michael Numon

Ps 156 Theory and Research in Group Dynamics (S; 3)

This course is composed of a weekly two hour laboratory session and a one hour lecture. In the laboratory students participate in a wide range of scientific experiments. Data are collected, shared and compared to those in the research literature. Theoretical explanations are examined to determine their adequacy in accounting

for the objective data and subjective experiences generated in the laboratory. Reading paralleling the experiments are discussed in the lecture. Substantive material includes social facilitation, interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict, and communication. Approximately four brief papers and a final exam are required. Designed for Junior and Senior majors.

Norman Berkowitz

Ps 178 Psychology of Social Class

Prerequisite: Ps 064 or 074

A seminar focusing on the behavioral and psychological consequences of structured inequality in society. Topics will include the problem of defining and measuring stratification, correlates of social class position, social mobility, and the theoretical consequences of reducing or eliminating inequalities in wealth, power and social status.

Not offered 1976-77

William Ryan

Ps 180 Industrial Psychology (S; 3)

Applications of psychology to various problems in industry such as human relations and management; decision making; principles of human performance; organizational behavior; jobs and occupations; employee selection and placement; job efficiency assessment; employee training and employee morale; safety and engineering psychology; psychology of the consumer, advertising, and selling.

The Department

Ps 184 Psychology of Aesthetics (F; 3)

The theoretical and experimental aspects of aesthetic experience: aesthetic behavior of the artist and the consumer; art as the language of emotions; early psychological studies of beauty and art; experiments in aesthetic appreciation in form, color, pictures, music, poetry, modern art; art standards; tests of interests and abilities in various arts; the psychologist and the art critic.

The Department

Ps 190 Statistics (F, S; 3)

Statistics including treatment of descriptive statistics, elementary principles of probability and sampling, introduction to statistical estimation and testing, simple correlation, and regression. For majors only.

Daniel Baer

Norman Berkowitz

The Department

Ps 209 Clinical Psychology (F; 3)

Prerequisite: Ps 139 or consent of the professor

The theory and practice of clinical psychology with special attention to the current practices, professionals and institutions comprising the mental health field. Each student will be expected to devote some time to volunteer work in a caretaking institution.

John vonFelsinger

Ps 215 History and Systems of Psychology (F; 3)

Survey of psychological thought from Grecian and Medieval backgrounds to the present; systematic consideration of major theoretical trends in contemporary psychology.

The Department

Ps 234 Advanced Developmental Psychology (S; 3)

Prerequisite: Ps 136 or Child Psychology, primarily for seniors.

An intensive analysis of issues in developmental psychology, including adolescence and aging, and emphasizing contemporary research. Students will be responsible for presentations in several areas and will be involved in some fieldwork.

Dorothy Lekarczyk

Ps 243 Attitudes and Social Behavior (F; 3)

Prerequisite: Ps 064 or 074

A comprehensive course dealing with the formation, persistence and change of attitudes and behavior. Area topics will focus on the relationship between attitudes and behavior, measurement and methodological issues, major theories of attitudes, attitude change, societal and personality factors, and special topics relating to specific attitudes and behavior such as race, religion, sex roles, politics, etc.

Sondro Sims

Ps 249 Language and Communication (F; 3)

Prerequisite: Ps 064 or 074

Analysis of human communication emphasizing a multi-channelled approach. Primary focus on the nonverbal modalities including

kinesics, paralanguage and gaze behavior as well as sociolinguistic aspects of face-to-face interaction. Course is research oriented and issues such as self-presentation, conversation management and intergroup relations are explored in depth. *Marianne Lo France*

Ps 255 Environmental Psychology (F; 3)

Prerequisite: Ps 064 or 074

The course considers human and animal behavior as both a determinant of the physical and social environment as well as a consequence of it. Studies of the individual in different settings (urban, rural) and under different circumstances (crowded, noisy) will be surveyed in order to assess the relationship of the environment to human adjustment as well as pathology.

Edward Krupat

Ps 260 Readings in Humanistic Psychology (F; 3)

Critical reading of the relevant works of the precursors and chief representatives of humanistic psychology such as Freud, Jung, Maslow, May, Rogers, Assagioli, Bugental, etc. *The Department*

Ps 270 Evolution of Behavior (S; 3)

Prerequisite: Ps 063 or 073

The course will deal with comparative aspects of animal and human behavior, emphasizing the mechanisms by which the behavior of organisms become adapted to their environments. The course will begin by introducing the major concepts of evolutionary biology and population biology, and this will be followed by a discussion of several aspects of the evolution of behavior. Topics covered in the course will include evolutionary aspects of learning, sleeping and dreaming, language, reproductive processes, neural organization, and social organization (sociobiology). A previous course in biology is recommended but not required.

Michael Numon

Ps 275 Inequality and the American Social Class System (S; 3)

The course will examine contemporary forms of inequality and their organization within systems of social class. Major emphasis will be on the way in which the social class system functions in relation to economic, political, and social structures and the different social class patterns of attitudes, personality, social interaction, community and residential behavior, family life, and work and leisure. The American social class system will be considered in the perspective of comparison with social class systems in other societies. This course will have lecture and discussion sections.

Marc Frid

Ps 292 Seminar in College Teaching (F, S; 3)

Prerequisite: Senior and Junior majors only

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

Rondolph Easton

Peter Groy

Morionne Lo France

Michael Numon

Michael Saks

Ps 297-298 Readings and Research (F, S; 3, 3)

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his choice within the department.

By arrangement

The Department

Ps 300-307 Research Methods Practica (F, S; 3)

Prerequisites: See below

Each of the following research practicum courses satisfies the departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Although the practica courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason different prerequisites are specified for each. (Classes will be limited to twenty.)

Ps 300 Research Methods Practicum: Nonexperimental Methods (F; 3)

Michael Saks

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PSYCHOLOGY

Ps 301 Research Methods Practicum: Physiological (S; 3)

Prerequisite: Ps 150 Peter Gray

Ps 302 Research Methods Practicum: Cognitive Processes (S; 3)

Prerequisite: Ps 143 or Ps 147 Randolph Easton

Ps 303 Research Methods Practicum: Personality Theories (S; 3)

Prerequisite: Ps 101 Donnah Canavan-Gumpert

Ps 304 Research Methods Practicum: Environmental Psychology (S; 3)

Prerequisite: Ps 255 Edward Krupot

Ps 305 Research Methods Practicum: Learning Theory (F; 3)

Prerequisite: Ps 144 Dorothy Lekarczyk

Ps 306 Research Methods Practicum: Attitudes & Behavior (S; 3)

Prerequisite: Ps 243 Sandra Sims

Ps 307 Research Methods Practicum: Nonverbal Communication (S; 3)

Prerequisite: Ps 249 Morionne Lo Fronce

Graduate Courses Open to Advanced Undergraduates and Graduates

Ps 604 Behavior Modification and Geriatrics (S; 3)

A brief overview of behavior modification principles and procedures will be presented in the first two lectures. The rationale and procedures for modifying the behavior of the aged such as depression, the aging and dying process, isolation, self-concept and physical disability will be presented. There will be guest lecturers and demonstrations. Joseph Cautela

Ps 605 Use of Behavior Modification in Organic Dysfunction (F; 3)

The first part of the course will present an overview of behavior modification principles and procedures. The remainder of the course will consist of the application of behavior modification to various organic dysfunctions such as seizures, pain, headaches, arthritis, hypertension, etc. The use of behavior modification in physical rehabilitation will also be discussed. Joseph Coutelo

Ps 608 Pavlovian and Operant Psychology (F; 3)

A study of the life theories and experiments of Pavlov and of operant conditioning procedures. The application of Pavlovian and operant conditioning also will be discussed.

Not offered 1976-77 Joseph Cautela

Ps 609 Social Learning (F; 3)

An analysis of the functions of social learning and the factors affecting it. Various theories of social learning will be examined in the light of current research and possible applications will be discussed.

Not offered 1976-77 Joseph Cautela

Ps 610 Behavior Modification I (F; 3)

The assumptions of behavior modification and its procedures will be presented. Emphasis will be on one-to-one procedures, and on institutional settings. Joseph Cautela

Ps 612 Behavior Modification with Children (S; 3)

General principles of behavior therapy will be described and discussed. The application of behavior therapy procedures to modify children's behavior in school settings and home environments will be presented. The application of behavior modification to children's physical disorders as well as to social learning problems will also be presented. There will be classroom demonstrations and guest lectures.

Not offered 1976-77 Joseph Cautela

Ps 613 Behavior Modification in Community (S; 3)

Not offered 1976-77 Joseph Coutela

Ps 614 Behavior Modification II (S; 3)

Prerequisite: Ps 610

The application of principles and procedures learned during the first semester to a wide variety of problems such as phobias, sexual dysfunction, addictive behavior, and psychosomatic problems will be presented. There will also be a more detailed demonstration of covert conditioning procedures. Joseph Coutelo

Ps 615 Intergroup Conflict (F; 3)

The nature and etiology of conflict between groups, ranging from face-to-face groups to nations. An examination of theoretical contributions to this question from various fields of psychology and an intensive analysis of research in this field. Murroy Horwitz

Ps 618 Computer Methods in the Behavioral Sciences (F; 3)

Prerequisite: Ps 190 or its equivalent

Lectures and demonstrations using the IBM 370 computer. Overview of computer hardware and software. Languages covered include Basic and Fortran IV. Several statistical packages will be examined in detail with emphasis on SPSS. Daniel Baer

Ps 620 Clinical Assessment (F; 3)

An introduction to the process of clinical assessment of personality and psychopathology through the use of psychodynamically based techniques, especially the TAT and Rorschach.

By consent of the professor. John vonFelsinger

Ps 699 Psychotherapy (S; 3)

A comparative evaluation of major psychotherapeutic methods emphasizing psychoanalytic and existential theory.

By consent of the professor. John vonFelsinger

Doctoral Program

Ps 702 Foundations of Social Psychology (F; 3)

Designed for graduate students outside the Psychology Department in fields of study that deal with human behavior. Beginning with an examination of the concepts that link individual and social behavior, the course topics will include interpersonal relations, group and intergroup dynamics, organizational behavior, and social intervention. The course will provide useful preparation for students who wish to pursue any of these topics in depth in the Department's specialized seminars. Murroy Horwitz

Ps 703 Social Psychology I (F; 3)

A study of the individual and his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

Edward Krupat

Ps 704 Social Psychology II (S; 3)

Part two of the Social Psychology course will examine research and theory dealing with the dynamics of human interaction and their impact on behavior. the seminar will attempt to conceptualize what forces influence person-person, person-group, and group-group transactions and how these impinge on individual attitudes, motives, and perceptions. Applications will be made to social interactions occurring within particular naturalistic structures such as the family, work groups, schools, communities.

Murroy Horwitz

Morionne LaFrance

Ps 705 Research Methods (F; 3)

Focus on the various aspects of laboratory and field experimentation, including conducting and designing the experiment, methods of data collection, and the process of making inferences and generalizations from the results. Issues related to the ethics of experimentation and experimenter bias will also be included.

Donnah Canavan-Gumpert

Ps 706 Research Methods (S; 3)

The second part of the Research Methods course will focus on field studies, surveys, and evaluation research. Questionnaire design, interviewing, and sampling are topics to be included in the second half of the course. Special attention will be given to the practical and political problems surrounding evaluation research and field studies.

Donnoh Canovon-Gumpert

Ps 708 Statistics for Community Social Psychology (S; 3)

Review of descriptive and inferential statistics essential for research in the social sciences. Topics include: probability theory, sampling theory, parametric and nonparametric tests, and correlation procedures. Factorial, hierarchical, randomized block, trend analysis and covariance analysis of variance designs also considered.

Rondolf Eoston

Ps 709 Advanced Statistics for Community Social Psychology (F; 3)

Applied multivariate procedures including regression analysis, factor analysis, discriminant function analysis, canonical analysis, and multivariate analysis of variance. Special topics in analysis of variance also considered.
The Department

Ps 799-800 Readings and Research (F, S; 3) The Department

Ps 801-802 Field Work Practicum I, II (F, S; 0, 0)

Field supervision for advanced students involved in field work.
Romsoy Liem

Ps 806 Seminar in Law and Psychology (S; 3)

This seminar provides psychology graduate students and law students an opportunity to collaboratively review and evaluate published empirical evidence germane to a legal issue of their choosing and to influence the law by publishing and conveying their conclusions to appropriate legal agencies (legislature, courts, etc.).
Michael Soks

Ps 810 Advanced Fieldwork Seminar (S; 3)

Focus will be on conceptualizing field issues (e.g. problems of entry, level of intervention, strategies for change) drawn from students' involvement in the field, experience of invited speakers and readings. Fieldwork (1 day/week) is optional for students who have had past experience.
Romsoy Liem

Ps 821 Small Group Theory (S; 3)

This course requires a two-hour laboratory session and a two-hour seminar. In the laboratory, students will participate in a wide range of scientific experiments—sometimes as subjects sometimes as experimenters. Data are collected and compared to those in the research literature. In the seminar session theoretical explanations are examined to determine their adequacy in accounting for the data and experiences produced in the laboratory. Seminar discussions will in addition attempt to focus on the applications of theory. A final paper constitutes a major basis for evaluation. Students are encouraged to undertake an original study for this paper although this is not required. The substantive focus includes interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict and communications.
Norman Berkowitz

Ps 823 Theories of Social Intervention (F; 3)

An examination will be made of various theoretical positions and research findings from various disciplines insofar as they relate to producing change in individuals, groups and organizations. Major attention will be paid to change strategies oriented to face-to-face interaction using various small group procedures, organizational development and conflict resolution. The seminar format will require active involvement and participation by students. Admission by consent of Instructor.
Norman Berkowitz

Ps 826 Practicum in Social Intervention (S; 3)

The overall goal of this course is to train professionals to deal effectively with the human problems of group, organizational, and community change. Sub-goals are to improve the participants' abilities in (a) the diagnosis of organizational and community conflict, (b) the application of available change technologies to planning social action, (c) the awareness of the impact upon others of varieties of personal and group interventions. The course will employ experience based methods, including naturalistic observation, T-group activities, and exercises in intervention. Enrollment limited.
Murroy Horwitz

Ps 829 Organizational Behavior (F; 3) To Be Announced

Ps 830 Epidemiology of Mental Illness. (S; 3)

A survey and evaluation of the application of the epidemiological method to the field of mental illness; an intensive analysis of some of the landmark field studies in this area.
William Ryon

Ps 835 Seminar in Community Mental Health (F; 3)

A consideration of the community mental health field in terms of its theoretical foundations in the social and behavioral sciences as well as psychiatric and public health practice. Implications for the development of local and regional programs.
William Ryon

Not offered 1976-77

Ps 850-851 Community Psychology (F, S; 3, 3)

A basic review of the theoretical and conceptual underpinnings

of community psychology; community analysis, demography, social stratification and structure, social problems, and human services.

First Semester — Morc Fried
 Second Semester — Romsoy Liem

Ps 853 Seminar in Education and Social Inequality (F; 3)

The purpose of this seminar is to provide a forum for an intensive review of problems and the literature relating to (1) existing inequalities in the educational system; (2) the educational, social and psychological consequences of inequality for students; and (3) the contribution of education, as a social institution, to social inequality. Participants will be expected to carry out a research project, individually or in small teams, pertinent to the general theme of the seminar in the course of the semester.
Ali Bonuozi

Not offered 1976

Ps 855 Research Seminar: Social Research and Social Policy (F; 3)

Prerequisites: Participants are expected to be substantially trained in research skills and to have extensive knowledge in at least one area of public policy within which they plan to conduct research. An examination of the actual and potential influence of social science research on public policy at the municipal, state or national level. Several existing examples will be analyzed. Each member of the seminar will be expected to conduct and complete a project of policy-oriented research. Consent of the instructor required.
William Ryon

Ps 857 Organization of Human Services (S; 3)

An examination of the network of services and facilities designed to deal with human and social problems in urban areas; consideration will be given to public assistance programs, housing, education, family counseling, child welfare, mental health and other service programs. Focus on legislative, planning, and administrative structures which determine the patterning of these services in neighborhoods. Existing barriers and problems will be examined; methods of change in patterns of service will be considered.
William Ryon

Not offered 1976-77

Ps 860 Seminar in Social Change

A consideration of social change and reform movements in a number of social institutions, including the family, education, and social welfare; study of social movements aiming to reduce social inequality with particular attention to their social psychological impact on the individual and groups; appraisal of violence and nonviolence as strategies for social change.

Not offered 1976-77

Ali Bonuozi

Ps 866 Ecological Psychology

Systematic attempts to relate aspects of physical form and environment with human behavior, focusing primarily on the urban environment. Empirical and conceptual relationship will be examined in terms of the impact of existing environments on behavior as well as the potential for psychological and social change through planning.

Not offered 1976-77

Ali Bonuozi

Ps 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit *The Department*

Romance Languages and Literatures (Rl)

French

Rl 1-2 Elementary French (F, S; 3, 3)

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

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ROMANCE LANGUAGES AND LITERATURES

RI 51-52 Intermediate French (F, S; 3, 3)

Prerequisite: RI 1-2 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and optional laboratory work. The Department

RI 011-012 Conversational Spanish for Nurses and Social Workers (F, S; 3, 3)

This course intends to provide the students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention will be given to the vocabulary and dialogues related to medicine, nursing and social work.

The Department

RI 101-102 Composition, Conversation and Readings in French (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation, two years of college preparation or Fr 31-32.

Note: This course is not open to those who have taken Fr 61-62 or Fr 71-72.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RI 302 Play Performance in French (S; 3)

French Plays studies and staged in French. Students will analyze each play for mood, meaning, characterization, and dramatic possibilities. Pronunciation will be polished, parts assigned, and plays or scenes of plays will be staged. At the end of each semester students may perform before a small Boston College audience.

Vero Lee

RI 303 French Phonetics and Applied Linguistics (F; 3)

A practical introduction to French applied linguistics; pronunciation, sentence structure and word classes. The course is designed to help the student improve his command of spoken French and to develop his awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French.

The Department

RI 304 Advanced French Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French.

The Department

RI 305-306 Advanced French Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems, so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

The Department

RI 307-308 Survey of French Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

The Department

RI 309-310 Cultural Background of French Literature (F, S; 3, 3)

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the 20th century in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony. May be taken concurrently with RI 307-308. Conducted in French.

Monique Fol

RI 411-412 French Literature of the Middle Ages (F, S; 3, 3)

The origin and development of literary genres in France: *chansons de geste*, lyric poetry, novels of love, chivalry and adventure, religious drama and comedy. Study of the masterpieces. New directions, realism and satire, modern trends in literature, from the beginning of the Hundred Years' War to the dawn of the Renaissance.

Not offered 1976-77

Normond R. Cortier

RI 421-422 French Literature of the Renaissance (S; 3)

A study of the historical, philosophical and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the Pléiade, Agrippa d'Aubigné and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

Betty Rohv

RI 431-432 French Literature of the Seventeenth Century (F, S; 3, 3)

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyère, and plays of Corneille, Racine and Molière will be given particular attention.

Not offered 1976-77

Joseph Figurito

RI 441-442 French Literature of the Eighteenth Century (F, S; 3, 3)

A study of the major writers of the Enlightenment, such as Voltaire, Rousseau, Prévost, Marivaux, Diderot, Beaumarchais and Laclos. The literature and ideas of a society on the verge of revolution.

Vero G. Lee

RI 451-452 Romanticism and Realism in French Literature (F, S; 3, 3)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Not offered 1976-77

Normon Aroujo

RI 455-456 The Symbolist Movement in French Literature (F, S; 3, 3)

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarmé, Régnier, and Laforgue will be analyzed.

Georges Zoyed

RI 461 French Literature of the 20th Century (1920-1940) (F; 3)

Heritage of the 19th century in literature, art, society and reading public. World War I and its effects: the search for new values, new forms of expression, new approaches to the problem of man. Traditional writers (Gide, Mauriac, Colette, Green) continue unchanged. Dada and Surrealism (Breton) present new approaches. Increasing malaise of the 30's.

Joseph D. Gouthier, S.J.

RI 462 French Literature of the 20th Century (1940 to present) (S; 3)

World War II and the disintegration of values in society, literature, politics. The Resistance. Existentialism and its effects (Satre, Camus). Experimentation and discoveries in the novel and in the theatre (Robbe-Grillet, Sarraute, Ionesco, Beckett). Francophone literature in Africa, the Antilles, Canada.

Not offered 1976-77

Joseph D. Gouthier, S.J.

RI 481-482 French Stylistics (F, S; 3, 3)

Prerequisite: RI 305-306 or the equivalent.

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics, and to foster the development of individual style through the analysis of illustrative texts from the masters, and exercises in free composition. Monique Fol

RI 705 History of the French Language (F; 3)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Not offered 1976-77

Morio P. Simonelli

RI 706 Readings in Old French (S; 3)

From courtly poetry to the realism of the thirteenth century. Selections from Marie de France, Conon de Béthune, Hélinant de

Froidmont, Jean Bodel, Gautier de Coincy, Thibaut de Champagne, Guillaume de Lorris, Jean de Meung and Rutebeuf.

Not offered 1976-77

Maria P. Simonelli

RI 715 The French Epic (F; 3)

Origins and development of the *chanson de geste* and the art of the jongleur. Studies in the Charlemagne, Guillaume d'Orange, and Baron Révoltés cycles.

Normand R. Cartier

RI 716 The Roman Courtois (S; 3)

The heritage of antiquity, Byzantine exoticism, and Celtic legends. Readings in Eneas, *Tristan et Iseut*, the works of Chrestien de Troyes, *Aucassin et Nicolette*, the *Loncelot en prose*, the works of Jean Renart, *la Chosteloine de Vergy*, etc. The doctrine of courtly love and its allegorical sublimation in the *Roman de la Rose*.

Not offered 1976-77

Normond R. Cartier

RI 717 Old French Lyrics (F; 3)

Indigenous "popular" poetry; courtly lyrics of the *trouvères*; and the bourgeois satire in Arras and Paris. Love, chivalry, the crusades, and the struggle for existence as sources of poetic and musical inspiration.

Not offered 1976-77

Normond R. Cartier

RI 718 Middle French Lyrics (S; 3)

Traditional themes and new poetic forms; the increasing focus upon personal elements, in the lyric of the 14th and 15th centuries. Selections from Machaut, Froissart, Deschamps, Christine de Pisan, Alain Chartier, Charles d'Orleans, and François Villon, will be studied.

Not offered 1976-77

Normond R. Cartier

RI 719 Satirical Literature in Medieval France (F; 3)

Personal enmity, political rivalry, moral indignation, anticlericalism, misogyny and *l'esprit gaulois* as inspiration for the satirical songs of the poets, the parody of Renart, the laughter of the fabliaux, the propaganda of Jean de Meung, the *Quinze Joyes de Mariage*, the dramatization of universal folly, the mockery of Villon, and the grin of death on the *Danse Macabre*.

Not offered 1976-77

Normand R. Cortier

RI 720 The Medieval Theatre in France (S; 3)

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Saint Nicolas*, Rutebeuf's *Miracle de Theophile*, and selections from the *Mystères de la Passion* will be read. Development of the medieval comedy in *Courtois d'Arras*, *le Jeu de la Feuillée*, *la Farce de Pathelin*, and the theatre of the Basoche.

Not offered 1976-77

Normand R. Cartier

RI 723 French Lyric Poetry of the Sixteenth Century (F; 3)

An inquiry into the three esthetic approaches of French Renaissance poetry. Comparisons will be made between the metaphysical expression of l'Ecole lyonnaise (Scève, Labé), the classical perspective of the Pléiade (Ronsard, du Bellay), and the vision of the end of the century (d'Aubigné, Chassignet, Sponde).

Not offered 1976-77

Betty Rohv

RI 725 Studies in Rabelais (S; 3)

The great humanistic surge of the 16th century in France and its culmination in the creative genius of Rabelais. The Utopia of the Renaissance and the paragon of artistic realism in *Gargantua and Pantagruel*. "Le gigantisme" as an instrument of satire.

Not offered 1976-77

Betty Rahv

RI 726 Poetry of the Pléiade (S; 3)

Pléiade literary theory preached and applied. Extensive readings of the works of Ronsard and Du Bellay. Selections from the other poets of the group. Literary movement studied against the background of the political and social life of the nation.

Not offered 1976-77

Betty Rahv

RI 727 Studies in Montaigne (F; 3)

The quest of wisdom in the face of the wars of religion. Montaigne's progress from meditation over the philosophers of antiquity to the discovery of his personal microcosmos. The art of communication in *Les Essais*, a source book for later moralists in search of the modern conscience.

Betty Rahv

RI 731 Moralists of the Seventeenth Century (F; 3)

A study of ideas and reflections of the writers of the period. The works of François de Sales, Pascal, Descartes, La Bruyère, Bossuet and la Rochefoucauld will be discussed.

Not offered 1976-77

Joseph Figurito

RI 733 The Plays of Corneille (S; 3)

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works.

Joseph Figurito

RI 734 The Tragedies of Racine (S; 3)

The Jansenistic trend and its influence on Racine. Classical theories with more human *vraisemblance*. Lectures and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son.

Joseph Figurito

RI 736 The Comedy of Molière (S; 3)

A study of the development of French comedy from farce and *commedia dell'arte* to the advent of J. B. Poquelin. Method of observation and portrayal of reality in criticism of his era. Molière as a writer, director, producer, and actor. Influence of the Italian theatre.

Not offered 1976-77

Joseph Figurito

RI 741 Society and the French Enlightenment (S; 3)

Social problems of 18th-century France, the question of minority groups and women, and the significant changes seen in various classes of French society. These questions will be studied especially in Montesquieu, Voltaire, the *Encyclopédie* and the novel of manners.

Not offered 1976-77

Vero G. Lee

RI 743 Voltaire and Rousseau (F; 3)

The literary and philosophical writings of the two men who dominated 18th century French literature and thought. These writers will be studied in the context of their relationship, of their prerevolutionary significance and of their influence on modern civilization.

Not offered 1976-77

Vera G. Lee

RI 744 The Eighteenth Century Theatre in France (S; 3)

Classicism and modern innovations in the French theatre of the 18th century. This course will concentrate on the comedies of Marivaux, Beaumarchais, Lesage and Dancourt, and the *drame bourgeois* of Diderot and his disciples.

Not offered 1976-77

Vera G. Lee

RI 745 The Eighteenth Century Novel (F; 3)

An analysis of creative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the contes and romans of Prévost, Voltaire, Diderot and Rousseau.

Not offered 1976-77

Vera G. Lee

RI 746 Diderot (F; 3)

The dynamic *philosophe* seen as a libertine and a sentimentalist. The two faces of Diderot's paradox will be examined through his literary, philosophical and esthetic writings and placed in the context of 18th-century French thought.

Not offered 1976-77

Vera G. Lee

RI 751 The French Theatre in the Nineteenth Century (F; 3)

A study of Romanticism, Realism and Naturalism in French drama of the 19th century between Hugo's *Hernani* and Antoine's *Théâtre libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier and Becque.

Not offered 1976-77

Norman Araujo

RI 753 Romantic Poetry of the Nineteenth Century (F; 3)

The literary doctrine, themes and artistic virtuosity of the Romantic poets, as they appear in the most significant creations of Lamartine, Hugo, Musset and Vigny.

Not offered 1976-77

Norman Araujo

RI 754 Victor Hugo (S; 3)

The impact of Hugo's personality and creative genius on the literary evolution of his time. An examination of his role as high priest of the Romantic movement and an assessment of his contribution to the development of French poetry and prose.

Not offered 1976-77

Norman Araujo

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ROMANCE LANGUAGES AND LITERATURES

RI 755 Balzac's Human Comedy (F; 3)

An appreciation of Balzac's role in the development of the French novel through an examination of his most significant works. Conception, framework and elaboration of the "comédie humaine."

Norman Araujo

RI 756 Stendhal and Flaubert (S; 3)

The evolution of the realist novel in the nineteenth century as it appears in the works of its outstanding exponents. *Beylisme* and *bovarisme* as romantic reactions against the prosaic environment of reality.

Not offered 1976-77

Norman Araujo

RI 758 "Contes et Nouvelles" in the Nineteenth Century (S; 3)

While devoting proper attention to the general evolution of the conte in the 19th century, the course will center around the most significant works of Mérimée, Maupassant and Daudet.

Norman Araujo

RI 759 The Parnassian Poets (S; 3)

L'art pour l'art as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Heredia.

Not offered 1976-77

Georges Zayed

RI 761 Baudelaire (Seminar) (F; 3)

The drama of Baudelaire's inner life: satanism versus spiritualism. Originality of his poetry centered in "le frisson nouveau," correspondances and symbol. *Les Fleurs du Mal* at the poetic crossroads of the 19th century.

Georges Zayed

RI 763 Verlaine and Rimbaud (S; 3)

The lyrical genius of "Pauvre Lelian" and his creation of music with symbols: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence. Rimbaud's experiment with "le dérèglement des sens" and *Saison en Enfer*. His contribution to the development of modern trends in French poetry.

Not offered 1976-77

Georges Zayed

RI 765 The Literature of Existentialism in France (F; 3)

The Theatre of Sartre: a study of eight plays. *Les Mouches*, *Huis Clos*, *Morts sans sépulture*, *La Putain respectueuse*, *Les Mains sales*, *Le Diable et le bon Dieu*, *Nekrassov*, *Les Sequestrés d'Altona*.

Not offered 1976-77

Joseph D. Gauthier, S.J.

RI 767 Surrealism in France (F; 3)

Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al.

Not offered 1976-77

Joseph D. Gauthier, S.J.

RI 769 André Gide (Seminar) (F; 3)

Discussion will deal with the author's life and the basic tenets of "le gidisme"; Gide as literary critic and experimental novelist; his influence upon the younger generation of writers in France.

Joseph D. Gauthier, S.J.

RI 770 Malraux (Seminar) (F; 3)

Malraux, as a man of action and a man of letters, has had a unique range of experiences: archeologist, novelist, Resistance fighter, art historian, biographer and statesman. Readings will parallel his experiences from the early Surrealist writings to his *Antimémoires*.

Not offered 1976-77

Joseph D. Gauthier, S.J.

RI 772 The French Theatre in the Twentieth Century (S, 3)

The important currents in modern French Drama, traced from Jarry through the contemporary "absurd" theatre and to the present time.

Not offered 1976-77

Vera G. Lee

RI 773 Stephane Mallarmé (F; 3)

A study of Mallarmé's poetry and of his influence upon the group of young writers who gravitated around him. The birth and growth of the Symbolist movement.

Not offered 1976-77

Georges Zayed

RI 774 Péguy and Apollinaire (S; 3)

A study of contrasts in two modern conceptions of poetry. Literature as a polemic instrument for the exaltation of patriotic and religious virtues in Péguy; the personal experiences of an anarchist and dilettante as sources of inspiration for Apollinaire.

Not offered 1976-77

Georges Zayed

RI 775 The Poetry of Claudel and Valéry (S; 3)

Two poetic visions of man and the world. Symbolism as the handmaid of mystical inspiration in the poetry of Claudel, and as the expression of scientific idealism in the hermetic compositions of Valéry.

Not offered 1976-77

Georges Zayed

RI 776 Evolution of French Poetry in the Nineteenth Century (Seminar) (F; 3)

Study of the principal currents and doctrines to the eve of Surrealism. Their affiliations and oppositions. Characteristics of old and new schools. Traditional verse and "vers libre." Various influences and new orientations in poetry.

Georges Zayed

RI 777 Panorama of French Poetry in the 20th Century (F; 3)

The study of the great poets of the first half of the 20th century: Valéry, Claudel, Apollinaire, Péguy, Eluard, Aragon, Saint-John Perse, Pierre Emmanuel... Their literary doctrines and their works. Study of their characteristic poems, their poetical message and their spiritual testimony.

Georges Zayed

RI 778 Catholic Thought in French Poetry from Baudelaire to Claudel (F; 3)

Reaction against positivism and materialism in the second half of the 19th century. Triumph of spirituality in Symbolist movement and conversion of writers and poets. Christianity and Satanism in *Les Fleurs du Mal*, Verlaine's *Sagesse*, Péguy's *Les Tapisseries*, Claudel's *L'Annonce faite à Marie* and *Cinq grandes Odes*, etc., will be analyzed.

Georges Zayed

RI 787 François Mauriac (Seminar) (S; 3)

The novels of Mauriac will be discussed as artistic expressions of the problem of evil and "l'inquiétude spirituelle" in the modern world. The crystallization of Mauriac's ideas in the unforgettable characters of Thérèse, Brigitte and Génitrix.

Joseph D. Gauthier, S.J.

RI 788 Albert Camus (S; 3)

The early, middle and later career of Albert Camus, with special attention to the lyrical essays, the theme of the absurd and the revolutionary ideal. Other topics discussed will be questions on Algeria and Camus' relationships with Sartre, Malraux and Hemingway.

Joseph D. Gauthier, S.J.

RI 789 Marcel Proust (S; 3)

A study of Proust's major themes, his psychological vision, his style. Proust's work will be seen both as an innovation and as a phenomenon of his own time and milieu.

Vera G. Lee

RI 791-792 Methods of Research – Fundamental Issues of French Literature (F, S; 3, 3)

This course is designed to assist students towards the end of their curriculum in the practice of literary interpretation and the preparation of comprehensive examinations. The following topics will be studied: the literary historiography of France: studies and sources; periods and movements: their characterization. Special emphasis will be given to the analysis of texts to illustrate the different periods and genres and to familiarize the students with the methods of literary interpretation, bibliographical reference, and outlining of papers and dissertations.

Georges Zayed

Italian

RI 3-4 Elementary Italian (F, S; 3, 3)

An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

RI 53-54 Intermediate Italian (F, S; 3, 3)

Prerequisite: RI 3-4 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and optional laboratory work. *The Department*

RI 103-104 Composition, Conversation, and Reading (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation, two years of college or It 31-32.

Note: This course is not open to those who have taken It 61-62 or It 71-72.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RI 317-318 Survey of Italian Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with superior linguistic preparation. Conducted in Italian.

Morio P. Simonelli

RI 319-320 Cultural Background of Italian Literature

(F, S; 3, 3)

See description under Courses Offered in English.

RI 511-512 Italian Literature of the Fourteenth Century

(F, S; 3, 3)

The first "Golden Age" of Italian Literature in the 14th century will be studied against the spiritual background of Medieval tradition and its developing into a new cultural system in early modern Europe. Special attention will be devoted to the works of Dante, Petrarch and Boccaccio as the new classics of literature in the vulgar tongue.

Morio P. Simonelli

Portuguese

RI 31-32 Introduction to Portuguese (F, S; 3, 3)

An intensive course for Department majors or other students with an interest in the language and culture of Portugal and Brazil. Fundamental elements of Portuguese will be assimilated rapidly. The reading and discussion of selected texts will be treated as a cultural initiation.

Normon Aroujo

RI 61-62 Conversational Portuguese (F, S; 3, 3)

This course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and nonliterary readings.

The Department

Rumanian

RI 33-34 Intensive Introduction to Rumanian (F, S; 3, 3)

This is a course for beginners. It stresses developing simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Classwork will be supplemented by laboratory drill.

Not offered 1976-77

To Be Announced

RI 63-64 Intermediate Rumanian (F, S; 3, 3)

This course is designed to consolidate the first-year study of Rumanian through review of the basic elements of grammar and syntax, and to develop the student's language proficiency through close reading of selected texts, oral practice and written composition.

Not offered 1976-77

To Be Announced

Spanish

RI 55-56 Intermediate Spanish (F, S; 3, 3)

Prerequisite: RI 5-6 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and optional laboratory work. *The Department*

RI 105-106 Composition, Conversation, and Readings in Spanish (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation, two years of college preparation or Sp 31-32.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RI 323 Spanish Phonetics and Applied Linguistics (F; 3)

A practical introduction to Spanish applied linguistics: pronunciation, sentence structure, and word classes. The course is designed to help the student improve his command of spoken Spanish and to develop his awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish.

Dione Beth Hymon

RI 324 Advanced Spanish Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.

Dione Beth Hymon

RI 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

J. Enrique Ojedo

RI 327-328 Survey of Spanish Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish.

Robert L. Sheehon

RI 329-330 Cultural Background of Spanish Literature (F, S; 3, 3)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature.

Dione Beth Hymon

RI 615-616 Spanish Literature of the Middle Ages (F, S; 3, 3)

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the Conde Luconor, *El Libro de Buen Amor*, Santillana, Jorge Manrique, and the Cancioneros of the 15th century.

Guillermo L. Guitorte

RI 631-632 Spanish Literature of the Golden Age (F, S; 3, 3)

A study of the major authors and their works, with extensive required readings.

Ernest A. Sicilione

RI 651 Spanish Literature of the Nineteenth Century (F; 3)

The principal literary movements in Spain during the nineteenth century: Romantic poetry and theatre: *costumbrismo* and *naturalismo*.

J. Enrique Ojeda

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ROMANCE LANGUAGES AND LITERATURES

RI 661-662 Spanish Literature of the Twentieth Century

(F, S; 3, 3)

A study of the Generation of 98 and the Modernista movement, as well as the post-Civil War novel, theatre and poetry. Representative writers will include Unamuno, Baraja, Azorín, Machado, Benavente, Jiménez, Lorca, Matute, Cela and others.

Not offered 1976-77

Robert L. Sheehan

RI 671-672 Spanish-American Literature (F, S; 3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novels: the struggle of man against the jungle or the pampo, of Indian against the white man, or man against society. The Spanish-American conscience as expressed by essayists or poets.

Guillermo L. Guitarte

RI 905 History of the Spanish Language (F; 3)

A study of the internal and external factors which determined the development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Guillermo L. Guitarte

RI 906 Readings in Old Spanish (S; 3)

Prerequisite: Spanish 205 or its equivalent.

Early Spanish texts will be read for their philological interest to illustrate the growth of the language from its primitive forms into a vehicle for literary expression. The interplay of linguistic and cultural factors will be analyzed.

Guillermo L. Guitarte

RI 915 The Spanish Epic (F; 3)

Origin and development of epic traditions in Spain. The *Poema de mio Cid*, the *Poema de Fernán González*, the *Siete Infantes de Lara* and the epic ballads. The course will be focused upon the first of these poems.

Not offered 1976-77

Guillermo L. Guitarte

RI 916 The "Libro de Buen Amor" (S; 3)

The work of the Arcipreste de Hita will be analyzed as the culminating achievement of the *Mester de Clerecía*. Samplings from other compositions of the same poetic school will be read for background information.

Not offered 1976-77

Guillermo L. Guitarte

RI 917 Medieval Spanish Prose

Origins and development of didactic prose: Alfonso el Sabio and the Infante don Juan Manuel. The awakening of interest in the personal: history and biography. The beginnings of the novel: *Lo Celestina*.

Guillermo L. Guitarte

RI 918 Medieval Spanish Poetry (F; 3)

A study of characteristic works in several genres of castillian poetry of the Middle Ages. Epic poetry: the *Cantar de Mio Cid*; the *Mester de Clercía*, the *Libro de Buen Amor*, Courtly poetry of the XVth Century: the *Marqués de Santillana*, Juan de Mena and Jorge Maurique.

Guillermo L. Guitarte

RI 919 The Romancero (F; 3)

A survey of the romances of the 15th and 16th centuries. These historical cycles — the *Cid*, *Bernardo del Carpio*, *Infantes de Lara* — will be studied in terms of the epic origins as well as their influences on *Siglo de Oro* drama.

Ubaldo Di Benedetto

RI 923 Lyric Poetry of the Golden Age (F; 3)

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo.

To Be Announced

RI 925 The Picaresque Novel of the Golden Age (F; 3)

The origins of the unique genre and its masterpieces in Spain. The course will focus upon *Lazarillo de Tormes*, *Guzmán de Alfarache* and *Quevedo's Buscón*.

J. Enrique Ojeda

RI 927 Cervantes and "Don Quijote" (F; 3)

A study of the man and his principal work.

Ernest A. Siciliano

RI 932 The Theatre of Lope de Vega (F; 3)

A survey of the origins and development of the Spanish theatre will be made in conjunction with the study of Lope de Vega's plays. Selected comedios of this author will be read and related to various aspects of Spanish society during the Golden Age.

Not offered 1976-77

Diono Beth Hyman

RI 933 Calderón and the Auto Sacramental (S; 3)

Calderón's life and contribution to the Spanish theatre. The history of the important *auto sacramental*.

Ernest A. Siciliano

RI 955-956 Romanticism in Spain (F, S; 3, 3)

Origins of Romanticism. Foreign influences. A study of the major works.

Not offered 1976-77

Ernest A. Siciliano

RI 957 Naturalism and Realism (F; 3)

The development of the XIX Century Spanish novel from the *costumbristas* to Galdós will be discussed in the light of the literary, philosophical and religious ideas of the time.

Not offered 1976-77

J. Enrique Ojeda

RI 958 The Age of Galdós (S; 3)

A representative selection of Galdós' novels, *Episodios novelescos*, and theatre will be viewed against the historical and social background of the period.

Not offered 1976-77

Diona Beth Hyman

RI 962 Spanish Theatre of Ideas: 1898-1936 (S; 3)

Elements of Existentialism, Social Protest, the Absurd, and the *Esperpento* in the dramas of Unamuno, Benavente, Valle-Inclán, Azorín, los hermanos Machado, Grau and Lorca.

Not offered 1976-77

Robert L. Sheehan

RI 963 The Generation of '98 (F; 3)

A study of the main authors, with discussion of their representative works: Unamuno, Baroja, Azorín, Machado and others.

Not offered 1976-77

Robert L. Sheehan

RI 966 Contemporary Spanish Drama (Since 1939) (S; 3)

A study of the most important works of Casona, Sastre, Buero-Vallejo and Arrabal, as a reflection of literary and social developments in contemporary Spain.

Robert L. Sheehan

RI 967 Contemporary Spanish Novel (Since 1939) (F; 3)

A study of the most important works of Cela, Gironella, Belibes and Matute, with emphasis on the problem of censorship and stylistic and thematic trends in the contemporary novel.

Robert L. Sheehan

RI 973-974 Lyric Poetry in Spanish America (F, S; 3, 3)

Readings in the poets of the various schools: colonial, romantic, modernist and contemporary trends. Particular attention will be given to the works of Sor Juana Inés de la Cruz, Bello, Heredia, Rubén Darío, Vallejo, Gabriela Mistral, Neruda and Octavio Paz.

Not offered 1976-77

Guillermo L. Guitarte

RI 975 Contemporary Novelists of Spanish America (F; 3)

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics.

Not offered 1976-77

To Be Announced

RI 991-992 Methods of Research — Fundamental Issues of Hispanic Literature (F, S; 3, 3)

This course is designed to assist students towards the end of their curriculum in the practice of literary interpretation and the preparation of comprehensive examinations. The following topics will be studied: the literary historiography of Spain: studies and sources; periods and movements: their characterization; Spanish American Literature: its originality. Special emphasis will be given to the analysis of texts to illustrate the different periods and genres and to familiarize the student with methods of literary interpretation.

Not offered 1976-77

Guillermo L. Guitarte

RI 993 The Spanish American Essay from the Independence Till the End of the XIXth Century (S; 3)

The fight against the colonial heritage and the tentatives of creation of a new society in Latin American essayists of the Enlightenment, Romanticism and Positivism. Attention will be given, among others, to Bolivar, Bello, Sarmiento, Alberdi, Hostos and Rodó.

Not offered 1976-77

Guillermo L. Guitarte

Romance Literature Courses Offered in English

RI 319-320 Cultural Background of Italian Literature (F, S; 3, 3)

The cultural and artistic achievements of the Italian nation from the Middle Ages to the present day and their relation to the major trends and developments in Italian literature. While this course may be taken as an elective by all students, it may also be counted towards an Italian major.

Antonio Mastrobuono

RI 352 Comparative European Renaissance Poetry (S; 3)

The aim of the course is to offer students of language and literature an opportunity to study influential literary movements in Italy, France and Spain during the late Middle Ages and Renaissance. The course will focus on the development variations, and interpretation of major literary themes and subthemes which have highlighted the literature of this period. The course will be conducted in English and bilingual textbooks will be used.

Uboldo DiBenedetto

RI 353 Rabelais and the Modern World (S; 3)

The humanist's Utopia: liberation of man from the scourges of ignorance, superstition, prejudice and war; cultivation and full enjoyment of Nature's gifts. . . The foibles of society magnified for therapeutic laughter by the master of satire and modern realism, in the lives of Pantagruel and Gargantua. . . The quest of the Good Life symbolized by Panurge's matrimonial aspirations.

Not offered 1976-77

Normond R. Cartier

RI 354 Cervantes and "Don Quijote" (S; 3)

A study of the man and his principal work.

Ernest A. Siciliano

RI 355 The Italian Heritage (F, 3)

A study of the Italo-American ethnic constituency in the U.S., beginning with immigration and developing into the amalgamated Italo-American society. The contribution to the arts, trades, to literature and to other aspects in the ever changing social life. Folklore and other topics from the times of American unity to the contemporary era will be treated.

Not offered 1976-77.

Joseph Figurito

RI 366 The Theatre of Sartre (F; 3)

A study of six plays. *The Flies*, *No Exit*, *The Respectful Prostitute*, *Dirty Hands*, *The Devil and the Good God*, *The Condemned of Altona*.

Not offered 1976-77

Joseph D. Gauthier, S.J.

RI 367 The Surrealist Movement in France (F, 3)

A study of Surrealism as an artistic expression and as a way of life; its relation to Dada; its definition in the theoretical works of André Breton; its literary and psychological sources (Rimbaud, the occult tradition); its continuing influence on contemporary arts and letters.

Not offered 1976-77

Joseph D. Gouthier, S.J.

RI 368 Calderón and The Auto Sacramental (F; 3)

Calderón's contribution to the Spanish theatre. A brief examination of the Auto Sacramental.

Not offered 1976-77

Ernest A. Siciliano

RI 370 Gide to Robbe-Grillet (S; 3)

The course is concerned with the study of the novel and the anti-novel. It is a study of selected novels of Gide, Malraux, Sartre, Camus, Vian, and Robbe-Grillet. It deals with the change in the traditional structure of the novel, the novel as expression of the discovery of self and of relationships, and the transformation of the fictional hero from Gide's Lafcadio to the thingism of Robbe-Grillet.

Joseph D. Gauthier, S.J.

RI 372 Contemporary French Theatre (F; 3)

French drama and stage production from Cocteau to the present time. Special attention will be given to the plays of Sartre, Camus and the contemporary "theatre of the absurd," including the works of Ionesco and Beckett.

Vera G. Lee

RI 373 The Formation of Modern West-European Culture: 10th-14th Centuries (F, S; 3, 3)

A study of the early components of our literary civilization: from Mozarabic and Provençal Lyrics to the Divine Comedy.

Not offered in 1976-77

Maria P. Simonelli

RI 375 The Battle of the Sexes in Mediaeval Literature (F; 3)

Selections from Abelard and Heloise, Walter Mapes, *Tristan et Iseut*, *Lancelot*, *Flamenca*, the *Romance of the Rose*, Adam of Arras, the *Lamentations of Matheolus*, the Arch-priest of Hita, Boccaccio, Deschamps, *The Fifteen Joys of Marriage*, Chaucer, Villon, and the *Petit Jeon de Saintré* will be discussed.

Not offered 1976-77

Normand R. Cortier

RI 377 War and Peace in the Middle Ages (F; 3)

Quixotic deeds, the quest of personal glory, and the vagaries of the wheel of Fortune, as related by mediaeval witnesses of the Crusades, Christians versus Moslems in Spain, the struggle for supremacy in Italy, and the Hundred Years War.

Normond R. Cartier

RI 379-380 The Age of Humanism in Europe (F, S; 3, 3)

The purpose of this course is to introduce the students in the Humanities to the basic trends and problems of the Literature of Humanism and Renaissance as the main source of our civilization. The main literary figures of the European literary revival of the 15th and 16th centuries (such as Leon Battista Alberti, Erasmus, Spencer, Machiavelli, Rabelais, Vives) will be studied from the viewpoint of their seminal contributions to modern culture.

Not offered 1976-77

Morio P. Simonelli

RI 381 Woman in 20th Century French Literature: Myth and Reality (S; 3)

Myth and reality of contemporary woman as heroine and as author. Discussion will center on works such as *Thérèse Desqueyroux*, *L'Annonce faite à Marie*, *Antigone*, *Electre*, *Les Mouches*, and on authors such as Colette, Simone de Beauvoir, and the New Novelists.

Not offered 1976-77

Betty Rahv

RI 383-384 Paleography and Textual Criticism (F, S; 3, 3)

Students will learn how to read mediaeval manuscripts through examination of photocopies. Problems of interpretation and in the preparation of critical editions of texts will be discussed. This course is open to graduate and qualified undergraduate students.

Moria P. Simonelli

RI 390 Dante's Divine Comedy (S; 3)

A study of the *Divine Comedy* with emphasis on Dante's political, social, philosophical, theological, and literary ideologies. The opus reflects Dante as a critic of his times. Particular attention will be given to selected passages throughout the *Comedy*.

Joseph Figurito

RI 393 Boccaccio and the Middle Ages (S, 3)

A study of the major ideas and literary conventions in the works of Boccaccio. His ideal of love as reflected in his minor works. Emphasis will be given to Boccaccio as a critic of his times as reflected in the *Decameron*. Boccaccio at the end of the Middle Ages and precursor of the Renaissance.

Not offered 1976-77

Joseph Figurito

RI 395 Pirandello (F; 3)

A detailed study of Pirandello's best known plays such as *It is so (if you think so)*, *Henry IV*, *Six Characters in Search of an Author*, *Each in His Own Way*, *Liola*, *The Rules of the Game*, *The Life that I Gave You*, and others. Emphasis will be given to Pirandello's concept of art, the problem of reality and illusion, the problem of incommunicability, the apparently relativistic philosophy and the possibility of a metaphysics.

Antonio Mastrobuono

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SLAVIC AND EASTERN LANGUAGES

RI 396 Teaching of Modern Languages (S; 3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. *Rebecca M. Valette*

RI 790 Reading and Research (F, S; 3, 3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with the permission of the chairman.

By arrangement

The Department

RI 801 Thesis Seminar (F, S; Cannot count toward doctoral course credits)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of his thesis.

By arrangement

The Department

RI 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

RI 804 Trends in Contemporary Foreign Language Education (S; 3)

Prerequisite: RI 395-396, or equivalent.

This course will deal with current trends in Foreign Languages education: the use of performance objectives, individualizing instruction, and the teaching of culture.

Not offered 1976-77

Rebecca M. Volette

RI 807 Methods of Teaching Foreign Languages at the College Level (F; 1)

This course will be required of all Teaching Assistants and will be open to other students with permission of the professor. The course will count for one credit and may run one or two semesters.

Rebecca M. Valette

RI 810 Mediaeval Latin Literature (F; 3)

Prerequisite: Classical Latin and one Romance Language.

This course will involve a study of tenth to thirteenth centuries Mediaeval Latin Literature versus the vernacular.

Not offered 1976-77

Moria L. Simonelli

RI 891 The Formation of Romance Literary Languages: A Comparative Study (F; 3)

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts.

Not offered 1976-77

Maria L. Simonelli

RI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation, and pay the fee, during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Bi-lingual Education Courses

RI 391 Caribbean History and Culture (F; 3)

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbeans on the American scene.

The Department

RI 394 Methods in Bi-lingual Education (F; 3)

This course will explore the history, methods and materials of bi-lingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them.

The Department

Slavic and Eastern Languages (Sl)

The Department of Slavic and Eastern Languages administers courses in the following areas:

- I. General Linguistics
- II. Slavic Languages and Literatures
- III. Oriental Languages and Cultures
- IV. General Literary Theory

SI 003-004 Elementary Russian I/II (F, S; 4, 4)

This is a course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition.

Michael J. Connolly

SI 011-012 Russian Practicum: Elementary I/II (F, S; 3, 3)

The Department

SI 015 Conversational Mandarin (F; 3)

The rudiments of Chinese grammar, including pronunciation, pinyin romanization, and practice with everyday conversational phrases for students with little or no knowledge of the language.

Ting Yueh-hung

SI 017 Arabic Language and Culture (S; 3)

An introduction to the language, history, literature and cultural background of the Arabic-speaking world.

Samir F. Ibrohim

SI 019 Continuing Mandarin (S; 3)

A continuation of SI 015 with additional work on Chinese characters.

Ting Yueh-hung

SI 051-052 Intermediate Russian I/II (F, S; 3, 3)

SI 053-054 Intermediate Intensive Russian I/II (F, S; 6, 6)

A review of major difficulties in Russian grammar, followed by extensive practice in the reading, translation, and paraphrase of selected Russian texts. The intensive version of this course, required for all Russian majors and recommended for all students who wish to go beyond the intermediate level, provides additional treatment of the grammar with drills and conversation.

Elena Semeka-Pankratova

SI 057-058 Russian Practicum: Intermediate I/II (F, S; 3, 3)

The Department

SI 059 Readings from Russian Intellectual History (S; 3)

Increasingly rapid and intensified reading of original Russian texts for students of Russian history, philosophy, and political science who already have a basic grasp of Russian grammar and vocabulary and who are interested chiefly in attaining familiarity with the terminology and structure of the literature in their major area of study.

Irina Agushi

Lowrence G. Jones

SI 200 Russian Culture and Civilization (F; 3)

The early periods of Slavic civilization, the culture of Kievan Rus'; the development of Russian folklore, literature, art and music from the end of the Tatar yoke through the Soviet period.

Lectures and readings in English.

Lawrence G. Jones

SI 205 Tolstoy and Dostoevsky (in translation) (S; 3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc. are discussed in connection with their principal novels. Lectures and readings in English.

Offered biennially

Irina Agushi

SI 206 Society, Language and Communication (S; 3)

Problems and studies in linguistic science presented for students of neighboring disciplines; modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course.

Offered triennially

Michael J. Connolly

SI 208-209 Advanced Russian I/II (F, S; 3, 3)

A complete review of the fine points of Russian grammar with abundant exercises, intensive practice in reading, translation from English into Russian, and correct expository composition.

Conducted in Russian. Irina Agushi

SI 215 (Th 166) Eastern Mythologies (F; 3)

The analysis of myths and the religious structures of Ancient Egypt, Mesopotamia, Iran, India (Brahmanic, Buddhist, and Hindu traditions), South East Asia, and the three major Far Eastern mythologies of China, Japan, and Tibet.

The course examines basic and universal concepts in the mythological source materials such as the creation of the universe, the creation of man, the deluge, the structure of the universe, the dying and resurrected god, and the cultural hero. The course also presents theoretical considerations for the study of mythology as a scientific pursuit: the interrelation of myths, religion, and ritual practice; the role of myth in the history of mankind and the influence of myth on our consciousness today; myths in the Orient and myths in the West; the symbolic code; different contemporary methods for the exegesis of myths. Elena Semeka-Pankratovo

SI 216 (En 198) Poetic Theory (F; 3)

Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers. Lawrence G. Jones

SI 219 (Po 425) The Russian Political Mind (F; 3)

Stages and factors in the development of the Russian political mind. The Russian national mentality; the nobility and intelligentsia; monarchy; the Orthodox church; the idea of personality. Pre- and post Westernization in Russia; Populists and anarchists; philosophies of revolt; the religious-philosophical renaissance; the transformation of Marxism in Russia; non-Marxist political approaches to Russia's future, Russia and the West. Nicholas Racheotes

SI 220 Russian Poetry in Translation (F; 3)

The structure and themes of nineteenth- and twentieth-century Russian poetry will be discussed and compared and contrasted with the American, English and European literatures of the same period. Lectures and readings in English.

Offered biennially. Lawrence G. Jones

SI 221 (Th 198) The Language of Liturgy (S; 3)

The application of structural linguistic techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the broader semiotically based systems of non-verbal symbolism (music, gesture, vestments and appointments). Some original research is required.

Offered biennially. Michael J. Connolly

SI 222 Classics of Russian Literature (in translation) (F; 3)

A survey of works by major representatives of Russian literature in the period from Pushkin to Chexov.

Lectures and readings in English.

Conducted biennially. Irina Agushi

SI 223 Soviet Literature (in translation) (F; 3)

Readings, critical analysis, and discussion of the works of representative Soviet writers and poets from Maksim Gorkij to Aleksandr Solzhenitsyn and the recent Soviet clandestine press.

Lectures and readings in English.

Offered biennially. Irina Agushi

SI 224 (Th 182) Mythology and Religion in India (S; 3)

A survey of major periods and schools of Indian religion from the middle of the second millennium B.C. down to the present days: Vedic religion, Brahmanism, Buddhism, Jainism, and the two major developments of Hinduism (Vishnuism and Shivaism).

The course approaches the subject matter from several aspects: roots and historical development; dogmatics; philosophy; monastic life; rituals and religious ceremonies; symbolism in religious art and its interpretation; the influence of the religion on social institutions (most notably, the caste system).

Questions of religious philosophy, mythology, ritual, and cosmological-cosmographical notions are discussed on the basis of broad typological comparisons with some Asian, African, and native American religious systems. Elena Semeka-Ponkrotovo

SI 302 Applied Russian Style (S; 3)

Effective composition in various genres and modes of expression on original themes, the stylistic analysis of Russian literary, journalistic, scientific, political, and folk texts. Lectures, readings and papers entirely in Russian. Elena Semeka-Ponkrotovo

SI 305 History of the Russian Literary Language (F; 3)

Prerequisite: A thorough knowledge of Russian.

The ways in which words and stylistic norms have been used in successive periods of Russian literature from the *Slovo o polku Igoreve* through Pushkin and the Russian classics to the modern Soviet era. Selected readings will form the basis of lectures and analyses, and a major research paper will be required.

Offered biennially Lawrence G. Jones

SI 307 Russian Drama (F; 3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Offered biennially Irina Agushi

SI 308 Dostoevskij and Tolstoj (S; 3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered biennially Irina Agushi

SI 309 Seminar in 19th-Century Russian Poetry (F; 3)

A detailed study of the style, structure and thematic content of works from a selected group of major 19th-century Russian poets: a) Pushkin and Lermontov; b) Tjutchev, Fet and Nekrasov; c) Blok and the Symbolists. Readings in Russian. Seminar paper required on each of the poets covered.

This seminar may be repeated for credit.

Offered biennially Lawrence G. Jones

SI 310 Seminar in 20th-Century Russian Poetry (F; 3)

A detailed study of the style, structure and thematic content of works from a selected group of major 20th-century Russian poets: a) Xlebnikov and Majakovskij; b) Pasternak and Axmatova; c) Voznesenskij and the latest generation of Soviet poets.

Readings in Russian. Seminar paper required on each of the poets covered.

This seminar may be repeated for credit.

Offered biennially Lawrence G. Jones

SI 311 General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, and historical reconstruction. Michael J. Connolly

SI 312 The Indo-European Languages (S; 3)

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Offered triennially Michael J. Connolly

SI 314 Old Persian and Avestan (S; 3)

Seminar in ancient languages, I. The language of the Achaemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Offered triennially Michael J. Connolly

SI 316 Old Church Slavonic (F; 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts. Michael J. Connolly

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SOCIOLOGY

SI 317 Old Russian (S; 3)

Prerequisite: SI 316 or its equivalent.

An intensive study of the grammar of Old Russian and an introduction to readings in the literature of Russia from the Kievan period on. The philology of Old Russian texts. *Lawrence G. Jones*

SI 318 Style in Russian Literature (F; 3)

A study of Russian abstract expression and a familiarization with the subtleties of syntax, vocabulary, and style in literary genres through extensive analytic reading in Russian classics and imitative composition. Lectures and readings will be entirely in Russian. *Irina Agushi*

SI 319 Russian Poetry (F; 3)

The history of Russian poetry from the 18th century through the Futurist and Symbolist movements to poetry of the contemporary scene. The purpose of the course is to acquaint the student with the critical problems related to the study of poetry including structure, imagery, and theme. Individual works are analyzed for their intrinsic values as well as for their reflection of particular problems related to a historical period. *Lawrence G. Jones*

Offered biennially

SI 320 Pushkin and Gogol' (F; 3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition of Russian realism. Conducted in Russian. *Irina Agushi*

SI 321 Turgenev and his Contemporaries (F; 3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. *Irina Agushi*

Offered biennially

SI 322 Structure and History of Russian (S; 3)

Prerequisite: A knowledge of Russian grammar.

An introduction to specific topics in the linguistic analysis of the modern literary language. *Michael J. Connolly*

Offered biennially

SI 327 Sanskrit (S; 3)

Seminar in ancient languages, II. The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. *Michael J. Connolly*

Offered triennially

SI 328 Classical Armenian (S; 3)

Seminar in ancient languages, III. A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts. *Michael J. Connolly*

Offered triennially

SI 331 Solzhenicyn (—; 3)

An examination of Aleksandr Solzhenicyn's literary craft and his creative use of the Russian language through reading and analysis of his major novels and short stories. Conducted in Russian. *Irina Agushi*

Offered triennially

SI 332 The Russian Short Story (F; 3)

The development and structure of the Russian *rasskaz* and *povest'* from the sixteenth through the twentieth centuries. Readings in Russian. *Lawrence G. Jones*

Offered triennially

SI 333 Introduction to the West Slavic Languages (S; 3)

A structural sketch of the major grammatical and phonological features of Czech, Polish and Slovak. Inductive reading will serve to supplement lecture materials. *Lawrence G. Jones*

Offered biennially

SI 334 Introduction to the South Slavic Languages (S; 3)

A structural sketch of the major grammatical and phonological features of Serbo-Croatian, Slovenian, Bulgarian and Macedonian. Inductive reading will serve to supplement lecture materials. *Lawrence G. Jones*

Offered biennially

SI 335 Early Russian Literature (S; 3)

Prerequisite: A reading knowledge of Old Church Slavonic or of Old Russian.

The development of Russian literature from the Kievan period, through the Tatar yoke, the rise of Muscovy, and Petrine reforms, down to the end of the eighteenth century. Through an examination of the structure and content of the original texts, the course traces the unique interplay of foreign genre and culture in both ecclesiastical and secular literature with the expression of native themes typified in the folk tradition. *Lawrence G. Jones*

SI 336 Seminar in Soviet Literature (S; 3)

Studies based on the works of leading Soviet writers, including Bulgakov, Pasternak, Babel', Zoshchenko, Solzhenicyn, Aksenov, Maksimov, and others.

All lectures, readings, and papers in Russian.

Offered biennially.

Eleno Semeko-Ponkratovo

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SI 390 Tutorial: Russian Language (F, S; 3, 3)

By arrangement.

Irina Agushi

Elena Semeka-Pankrotova

SI 391 Tutorial: Russian Literature (F, S; 3, 3)

By arrangement.

Irina Agushi

Lawrence G. Jones

SI 392 Tutorial: General Linguistics (F, S; 3, 3)

By arrangement.

Michael J. Connolly

Lawrence G. Jones

SI 393 Tutorial: Mandarin Chinese (F, S; 3, 3)

By arrangement

Ting Yueh-hung

SI 394 Tutorial: Slavic Linguistics (F, S; 3, 3)

By arrangement.

Lawrence G. Jones

Michael J. Connolly

SI 791 Russian Literature: Reading and Research (F, S; 3, 3)

By arrangement.

Irina Agushi

Lawrence G. Jones

SI 792 Linguistics: Reading and Research (F, S; 3, 3)

By arrangement.

Michael J. Connolly

Lawrence G. Jones

SI 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)

By arrangement.

Lawrence G. Jones

Michael J. Connolly

Sociology (Sc)

Core

Sc 001 Introductory Sociology (F, S; 3)

An introduction to the basic principles and perspectives of sociology, with some emphasis on the study of American society. *The Department*

Sc 003 Introductory Anthropology (F, S; 3)

An introduction to the field of anthropology, including physical and social anthropology, ethnography, and cross-cultural studies. *Jeanne Guillemin*

Edward M. O'Flaherty, S.J.

Sc 005 Social Evolution (F; 3)

A study of the biological origin of man, paleolithic economy and settled, agricultural life. The second half of the course will deal with the development of urban living in various parts of the world.
Edward M. O'Flaherty, S.J.

Sc 022 Crime in America (S; 3)

An introductory course in criminology for students who have had little prior exposure to a course in sociology. A critical view of the criminal law, the volume and the cost of crime, the dilemma of the police, the court, and correctional institutions in contemporary societies – here and abroad.
Benedict S. Alper

Sc 034 Population Problems and World Hunger (S; 3)

An introduction to the basic components necessary to an understanding of population problems – mortality, fertility, migration, government policy. Specific focus on the moral, legal and political ramifications of the abortion controversy. The second half of the course is devoted to analysis of the causal factors underlying food shortages and famine in Third World countries.
Paula G. Leventman

Sc 040 Urban Ethnic Conflict (F; 3)

An examination of why ethnic conflict continues and why the city emerged as and remains a hotbed of ethnic antagonisms. The socio-historical approach will provide for discussion of the experiences of the Irish, Italians, Blacks, Chinese and Puerto Ricans. A consideration of policy questions regarding ethnicity and politics, housing and education.
Diane Barthel

Sc 041 Race Relations (F; 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change.
Seymour Leventman

Sc 051 Power in Contemporary Society (F; 3)

An examination of types of power (force vs. authority); power bases (charisma, tradition, bureaucracy); problems of power (loss of authority); uses and abuses.
Ritchie P. Lowry

Sc 061 American Religious Institutions (S; 3)

Description and analysis of the organization and dynamics of churches, sects, and cults in American society.
John D. Donovan

Sc 083 Alienation in American Society (F; 3)

An examination of the concept of alienation; an examination of the theories of alienation. Utilizing varied theoretical perspectives, we will then examine particular conditions in modern industrial society that have led to man/woman's estrangement and show some ways both creative and destructive in which men and women have responded to that estrangement.
Sharlene J. Hesse

Sc 084 Mass Communication in American Society (S; 3)

An investigation of the modern age and mass society; an analysis of the origins of society and the development of "mass" society; leisure for what or leisure at all; the dialectic of production and consumption; the idea of self-alienation; how advertising fuels the machine; the myth of the "free" marketplace; seduction – subliminal and blatant; a close look at the "box."
Tonia Aminoff

Sc 091 Changing America (S; 3)

An introduction to the study of social change. Major components of the change process are analyzed as they apply to contemporary American society and predicted future trends here, and in the Third World.
Paul Gray

Required for Majors**Sc 100 Principles of Sociology (F; 3)**

An advanced introductory course for majors in sociology.
Paul Gray
Lynda Holmstrom

Sc 200 Statistics (F, S; 3)

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing.
Dorothy Walker
Michael A. Malec

Sc 210 Methods of Social Research (F, S; 3)

Prerequisite: Sc 200 and Sc 215.

Theory and method in social research; research designs and techniques; exercises in selected research procedures.

Tonia Aminoff

Paul Gray

Sharlene J. Hesse

David A. Karp

Sc 215 Sociological Theory (F, S; 3)

The development of theory from the beginning of the 19th century to the present.

Severyn T. Bruyn

Seymour Leventman

Paula Leventman

Electives**Sc 123 Juvenile Delinquency (F; 3)**

The etiology of delinquency; history of the juvenile court and correctional process; the Gault decision and its implications for change; alternatives to institutionalization; prediction and prevention. Visits will be made to a juvenile court and to facilities for adjudicated delinquents.
Benedict S. Alper

Sc 127 Childcare and Corrections I (F; 3)

The course will include theory of therapy used in the care of children including the emotionally disturbed, classroom work, and field training in a children's treatment center. Requirements include 15 hours per week practicum. Close supervision will be given to a journal and field experience. Enrollment is limited with consent of instructor required.
Johan Westerkamp

Sc 128 Childcare and Corrections II (S; 3)

Continued exploration into therapeutical practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences.
Johan Westerkamp

Sc 135 Sociology of Nonviolence (S; 3)

This course examines the social conditions underlying violence and the processes by which they are overcome through creative conflict.
Severyn T. Bruyn

Sc 137 Population and Ecology (F; 3)

A study of the problems related to the interrelationship between population processes and the physical and social environment; historical and present day trends in population growth with special emphasis on third world countries; international and internal migration; sex, race, and class differences in fertility and mortality.
Sharlene J. Hesse

Sc 142 The American Indian in Urban Society (S; 3)

Variations in tribal culture according to geographical "culture areas," will be covered in detail. The history of Indian-white relationships from colonial times to the present day appearance of the "city Indian" will be considered.
Jeanne Guillemain

Sc 150 Sociology of Conflict (F; 3)

An analysis of the origins, nature and consequences of conflict in human interaction. Special attention to war, revolution, and the use and misuse of the police and the military.
Ritchie P. Lowry

Sc 155 Evolution of Man and Society (S; 3)

A study of the biological origin of man, paleolithic economy and settled, agricultural life. The second half of the course will deal with the development of urban living in various parts of the world.
Edward M. O'Flaherty, S.J.

Sc 160 Sociological Study of Religion (F, S; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.
Theodore Steeman, O.F.M.

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SOCIOLOGY

Sc 162 The Family in American Society (S; 3)

An examination of the contemporary family in the context of social change. Variations in family structure, sex role changes within the family, alternative life styles and the future of the family will be among the specific topics considered. *Lynda L. Holmstrom*

Sc 164 Sociology of Medicine (F; 3)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships, and the structure of hospitals and clinics. *Lynda L. Holmstrom*

Sc 165 Anthropology of Law (F; 3)

A cross-cultural study of legal codes and processes, emphasizing native African systems, North American Indian lawways, and other traditional means of community-based social controls. Field work in the courts and police departments of Boston and local townships required. *Jeanne Guillemin*

Sc 167 Sociology of Teaching (F; 3)

A description and analysis of the changing roles of the teacher and of the social and psychological aspects of the teaching process. *John D. Donovan*

Sc 170 Political Sociology (F; 3)

This course is designed to provide an understanding of the social requisites of democratic systems, of how class and ethnic factors influence political processes, and of some of the sociological parameters of foreign policy decisions. *Paula Leventman*

Sc 175 Urban Society (F; 3)

An examination of the theories of development of urban society. Special focus given to (1) the ecology of urban growth, (2) social organization patterns within the city, (3) urban political governance, and (4) the potential role of social research and social planning for improving urban social movements. *Martin Lowenthal*

Sc 180 The Social Psychology of City Life (S; 3)

An examination of the central images that have dominated social scientists' view of city life. The question that will guide our effort asks "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention to gaps, omissions or deficiencies in traditional theoretical explanations and substantive features that have been relatively neglected in the literature on urbanism. *David A. Korp*

Sc 184 Evolution of Interaction: Mammals, Primates, Humans (F; 3)

The physical basis of communication among humans, with comparative studies of mammal and primate societies (lions, hyenas, chimpanzees, etc.). The evolution and cultural conditioning of the body and the senses for social interaction. The language of personal presentation in face work, proxemics, costume and ornament. *Jeanne Guillemin*

Everett C. Hughes

Sc 185 Interaction in Everyday Life (F; 3)

An analysis of various social interaction and social role theories and their relationship to the investigation of the organized routines of everyday practices of the members of the society; verbal and non-verbal interaction; issues such as authority and power, conflict, trust, privacy, embarrassment and the like, in everyday life. *Dovid A. Karp*

Sc 190 Third World Women (S; 3)

The changing role of women in developing societies and the role of colonialism in redefining women's status and role expectations. *Diane Borthel*

Un 201 Urban Affairs Symposium (S; 3)

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, hous-

ing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

Penny Feldmon
Martin Lowenthal
Robert Wallace
Allen Wakstein

Sc 250 Perspectives on War, Aggression and Conflict Resolutions (F; 3)

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Ritchie P. Lowry

Sc 251 Perspectives on War, Aggression and Conflict Resolution (S; 3)

Ritchie P. Lowry

Sc 299 Reading and Research (F, S; 3, 3)

By arrangement

The Department

Sc 322 Seminar in Criminology (F; 3)

A consideration of the social implications of individual, white collar and organized crime; the nature and extent of criminality at various levels of society; crime as "deviance" and as an accepted element in contemporary society. *Benedict S. Alper*

Sc 327 Childcare Supervision I (F; 3)

The course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds. *Johan Westerkamp*

Sc 328 Childcare Supervision II (S; 3)

Johan Westerkomp

Sc 341 Culture and Development in Latin America (S; 3)

An anthropological study of the contemporary peoples of Latin America and their cultural traditions. The pre-Columbian heritage, colonial experience, independence and contemporary rural and urban sectors form the overall content of the course.

Edward M. O'Flaherty, S.J.

Sc 360 Sociology of Literature (F; 3)

As part of the debate about the relationship between "art" and "reality" this course will concern itself with the issue of representation in fiction and will investigate how sociological arguments can be constructed on the basis of literary evidence.

Tonia Aminoff

Sc 365 Sociology of the Legal Profession (S; 3)

A description and analytical study of the changing work culture of the American lawyer. *John D. Donovan*

Sc 378 Introduction to Social Work (F, S; 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced. *Dwight S. Adams*

Albert F. Hanwell

Sc 461 Sociology of Art (S; 3)

Beginning with a cross-cultural approach to the social functions of art, the course will deal with the relationship between the social role of the artist and his community and with the corporate structures which regulate communication between artist and contemporary audiences (museums, galleries, educational institutions). *Jeanne Guillemin*

Sc 466 Economy and Society (S; 3)

An examination of the relationship between the structure of society and the nature of the economic system. Particular attention will be given to an analysis of the economic and class dynamics in American society. The investigations will also include a review of alternative forms of social organization to carry out economic activities. Enrollment for undergraduates by consent of instructor.

Severyn T. Bruyn

Sc 472 Social Stratification (S; 3)

An examination of various theories of social stratification as well as empirical studies of class, status and power differences in American society.

Poulo Leventmon

Sc 491 Modernization and Development (F; 3)

The course presents a variety of theories of social and political development, using case studies drawn primarily from Africa and Latin America. Emphasis is placed on the part played by emerging institutions of the Third World in meeting the challenges of modernization.

Paul Gray

Sc 520 Sociologists at Work (S; 3)

Conceptualizing of problems prior to or during research. Students may present for discussion projects at any stage from dreaming to nearly finished. Alternative perspectives and frames of reference will be considered for each case.

Everett C. Hughes

Sc 529 Sex Roles (S; 3)

An analysis of the sociological theories and research dealing with women's and men's roles. Focus is on the academic literature; some on "movement" literature. Main focus of reading is on women's roles; some on men's roles.

Lynda L. Holmstrom

Sc 530 Social Problems Theory (S; 3)

Brief history of the development of popular beliefs and scientific theories about social problems, from evil-equals-evil to blaming-the-victim myths, including deviancy, disorganization, and functional analysis.

Ritchie P. Lowry

Sc 560 Primitive Religions (F; 3)

The world view, beliefs and rituals of selected non-literate peoples, considered with reference to religion as a universal category of human culture.

Edwoud M. O'Flaherty, S.J.

Sc 597 Work and Personality in the Middle Years (F; 3)

An analysis of the aging processes in middle life and their demographic, psychological, and sociological implications for familial, occupational, and other institutions.

John D. Donovan

Everett C. Hughes

Sc 660 Sociology of Religion (F; 3)

An examination of the interrelationships of religion and social life with emphasis on the social forms and conditions of religious life.

Theodore Steeman, O.F.M.

Sc 661 Sociology of American Religion (S; 3)

Analysis of the American religious experience; special attention to how American society deals with the problems of pluralism and diversity, the concept of civil religion, the broadening national value of consensus, American religious organizations; denominationalism.

Theodore Steeman, O.F.M.

Sc 699 Macroanalysis (F; 3)

This course seeks to grasp the fundamental social issues that confront us in daily life and attempts to see the connections between them in the context of society. It is a student-run course graded on a Pass/Fail basis.

Severyn T. Bruyn

Sc 703 Multivariate Statistics (F; 3)

We will cover both bivariate and multivariate statistical methods, contingency table analysis, t-tests, F-tests, analysis of variance, correlation, multiple regression, path analysis, and factor analysis. Emphasis is on the interpretation of statistical data. The SPSS statistical package is used throughout the course. A knowledge of statistics at the level of Sc 200 will be assumed.

The Department

Sc 710 Advanced Research Methods (S; 3)

The focus will be on reviewing and evaluating a wide range of social research methods. Among those to be considered are: content analysis, the experimental method, gaming and simulation, secondary analysis, and the use of data banks, the use of public statistical records, the historical method, the case study approach, observational and nonreactive approaches, the comparative international approach, and survey research.

The Department

Sc 715 Classical Sociological Theory (F; 3)

An examination of European philosophical and intellectual traditions forming the general theoretical perspectives of modern sociology with special emphasis on the writings of Marx, Weber, Durkheim, Simmel.

Seymour Leventmon

Sc 716 Contemporary Sociological Theory (S; 3)

An examination of contemporary theoretical schools with emphasis on contributions of American thinkers including the Chicago School, symbolic interactionism and functionalism.

Seymour Leventmon

Sc 718 Seminar in Symbolic Interaction (S; 3)

Students will collectively read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar throughout will be on "conceptions of interaction and forms of sociological explanation." Among writers to be discussed might be included: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

Dovid A. Karp

Sc 734 Population and Social Life

A consideration of the growth, composition, and distribution of human population, over time and space. Although emphasis will be on recent trends and differentials in the U.S., considerable attention will be given to broad historical trends, and a perspective of how population influences social structure, and how social structure in turn affects population.

Shorlene J. Hesse

Sc 740 Seminar in Race and Ethnic Relations (F; 3)

The nature and role of ethnic and racial groupings in various social contexts.

Everett C. Hughes

Seymour Leventman

Sc 770 Political Sociology (F; 3)

We will examine the political sociology of Marx, Weber, Michels, Mosca, Pareto, Mills and Gailbraith. We will then explore together some of the major empirical studies of political change in differing socio-historical contexts.

Paula Leventman

Sc 777 Community (S; 3)

The course will examine current theoretical approaches to the subject of community and will attempt to develop new frameworks for community analysis that can be used in the development and application of social policy.

Martin Lowenthal

Sc 799 Reading and Research (F, S; 3, 3)

By Arrangement

The Department

Sc 801 Thesis Seminar (F, S; 3, 3)

By Arrangement

The Department

Sc 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee (\$95.00) paid each semester until the thesis is completed.

By Arrangement

The Department

Sc 819 Seminar on Durkheim (F; 3) Theodore Steeman, O.F.M.**Sc 825 Critical Sociology (S; 3)**

Using materials from the main sociological tradition, from the Frankfurter Schule and other social critics, the seminar will concentrate on the problem of the relation between sociology and social ethics.

Theodore Steeman, O.F.M.

Sc 900 Teaching Apprenticeship (F, S; 3, 3)

By Arrangement

The Department

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Sc 901 Research Apprenticeship (F, S; 3, 3)

By Arrangement

The Department

Sc 902 Seminar in the Teaching of Sociology (F, S; 3, 3)

By Arrangement

Michael A. Molec

Sc 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Un 724 The Adult Correctional Process (S; 3)

A discussion of the sociological and legal implications of the post-conviction steps in the adult criminal process. Topics include: plea bargaining; the basis of sentencing; capital punishment; availabilities (institutional and non-institutional) to the sentencing judge; the indeterminate sentence and the adult correction authority; probation, community treatment and parole; questions of bail, jail detention, and some recent alternatives; the role of the lawyer; revocation of probation; parole hearings for release and in disciplinary hearings at the institution.

Benedict S. Alper

Speech Communication and Theatre (SA)

Speech Communication

Basic Theory and Performance Courses

Sa 099 Introduction to Communication (F; 3)

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. This is a performance as well as theory course. Open to Freshmen. Sophomores may be admitted with the prior consent of the instructor.

Donald Fishman

Dorman Picklesimer, Jr.

Sa 100 Fundamentals of Effective Oral Communication (F, S; 3)

This course is open to School of Education only. This basic course is concerned with informal speaking in committee, conference and other discussional situations. Interpersonal relations in these processes are studied. Students also gain experience in narration (story telling) and demonstration, expository speaking.

The Department

Sa 101 Formal Speaking in Public (F, S; 3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including extemporaneous, impromptu and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress.

Donald Fishman

Dorman Picklesimer, Jr.

Sa 102 Reason in Controversy: Techniques of Argumentation (S; 3)

This course will be concerned with combining traditional argumentation theory and modern decision theory as a formulation for problem solving and decision making. It will attempt to cope with conflicting values which relate to problems of administration, policy making and the implementation of policy alternatives. These methods will include combining theories of decision making and argumentation with persuasive uses of language in the context of conflict, controversy and cooperation.

Daniel M. Rohrer

Sa 103 Influence and Action, Further Elements of Persuasion (F; 3)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations.

Dorman Picklesimer, Jr.

Sa 104 Interpersonal Communication (S; 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques stressed.

Dorman Picklesimer, Jr.

Sa 105 Man and Communication I (F; 3)

A historical survey of communication theories and practices in Western cultures up to the Twentieth Century.

John H. Lawton

Dorman Picklesimer, Jr.

Sa 106 Man and Communication II (S; 3)

This course is designed to serve the interest of students concerned with assessing recent findings in communication theory. The focus of the course is on the development of explanatory models for complex communication events. Critical attention will be directed at verbal reasoning skills and nonverbal factors in communication transactions. Special emphasis will also be given to interpersonal trust, self-disclosure, and communication breakdowns in small group situations. The approach of the course is multi-dimensional, drawing on the literature of speech and the related arts and sciences.

Donald Fishman

Advanced Courses

Sa 201 Persuasive Argumentation (S; 3)

See Instructor for prerequisite

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation of logical argumentation, audience analysis and adaptation of argument to specific audiences. Students may participate in a program of symposia and debates before community organizations in all parts of the nation.

John H. Lawton

Sa 206 Group Dynamics (S; 3)

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy making discussions.

Dorman Picklesimer, Jr.

Sa 210 Conflict and Controversy in American Public Address (F; 3)

The role of public address in the resolution of major conflicts in American political and intellectual history.

Dorman Picklesimer, Jr.

Sa 212 Freedom of Speech, Press and Association (S; 3)

The historical, philosophical and legalistic background of the limitations on free expression are studied, and a survey of relevant cases is made within the context of free speech theories that have emerged in the 20th Century decisions of the United States Supreme Court.

Daniel M. Rohrer

Sa 213 Media Law (S; 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest (4) cable television. Completion of Sa 212 or consent of the instructor is required.

Donald Fishman

Sa 214 Campaign Rhetoric (F; 3)

This course involves studies in the rhetoric used by Presidential and Congressional aspirants. It considers the making of issues, the developing of issues, rhetorical strategy and tactics in election speech-making, and the meeting and avoiding of issues.

Daniel M. Rohrer

Sa 215 Rhetoric of Contemporary Political Conflict (F; 3)

This course employs video tape and frequent guest lecturers, speech writers and political officials to analyze the power struggles between the executive, legislative and increasingly, with Watergate, the judicial branches of the American government. These conflicts usually deal directly or indirectly with peace and war since they deal with the basic question: Are we going to emphasize our domestic or military needs? Through the use of video tape students analyze the speaker's style, delivery, how effectively he adapted his speech to his audience, the truthfulness of the content and the overall effectiveness of the speaker in terms of his immediate and universal audiences.

Doniel M. Rohrer

Sa 216 The Rhetoric of the Dusk (S; 3)

Class focuses on the current revival in occult practices which has produced its own persuasive apologists. Class analyzes the preachments of several Satanic cults and reviews the pronouncements of the White Witches, the Warlocks, the Black Witches and related groups. What is the derivation of these creeds and how is the present revival linked to past re-emergences? Students are also concerned with the significance of this revival for contemporary society. In addition to the background lectures of the two professors and the screening of relevant films, students will hear guest lecturers who will join them in appraising the current revival in the occult.

John H. Lowton

Sa 217 Public Platform: The Pathfinders Women and Communication 1860-1920 (F; 3)

This is a course designed for lecture and discussion on women educators, writers, artists and labor organizers of the late 19th and 20th Centuries. The course will be approached from the point of view of effective persuasive communication.

Mory T. Kinnone

Sa 219 Rhetoric of Zionism (S; 3)

This course focuses on the development of Zionism in America. The course is designed to examine the conversion experience of American Jews to Zionism as well as the integrationist and separatist tendencies in Zionist ideology. The orientation of this examination centers on the convergence of theories of ethnic group activity and theories about the rhetorical strategies of social movements. The approach of the course is both rhetorical and sociological.

Donold Fishmon

The Mass Communication Media

Sa 220 Mass Media: Survey in the 20th Century (F; 3)

This survey course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis will be given to the development of an access principle, a re-assessment of the fairness doctrine, and recent license renewal challenges. Consideration will also be given to the broader themes that are raised by transformations in the media during the 1970s.

Donold Fishmon

Sa 221 Radio: An Introductory Course (F; 3)

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experiences center on audio production and performance, newswriting, and commercial writing.

Martin LoMonoco

Sa 223 Television: An Introductory Course (S; 3)

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station operation and television programming. An important part of the course is television production and performance.

Martin LoMonoco

Sa 225 Introduction to Film (Criticism) (F; 3)

Class is concerned with the critic's role in evaluating cinema as artistic and meaningful communication. Attention is given to such essentials of film production as the script, characterization, dialogue, setting and direction which must be appraised by the critic

as he evaluates a motion picture. Other central factors, including photography, editing, montage, decor and animation also receive attention. Class members, assuming the critic's role, undertake sequence by sequence analyses of selected excerpts. In this process they concentrate on film masterpieces as well as on pretentious failures. During the final weeks of the course students view several contemporary films and present their own complete and carefully organized critiques. The professor is joined in the class by several distinguished critics who discuss their role with the students. Discussion and open forum insure an educative experience for all concerned.

John H. Lowton

Sa 228 Introduction to Journalism (F; 3)

In a general survey course on how to read and write for newspapers and magazines, we will be focussing most of our attention on the Boston media. Students will learn how articles and publications are put together, how orders of priorities are decided, how writing styles can be improved. Learning how to read critically is a byproduct of this course. Students will be required to write an interview story, a news feature, an on-the-spot feature, a column or review, and a final in-depth report. Leaving campus to pursue stories will be a necessity. Students will also be expected to keep abreast of the world's day-to-day news and events.

Arnold Reisman

Sa 229 Special Program Concepts in the Electronic Media, The Interview, The Talk Show and Political Speaking (F; 3)

Firstly this class is concerned with the techniques to radio and television interviewing. Next attention is centered on the talk show concept and various program types are analyzed. Several talk show hosts in the Greater Boston Area will discuss major problems which have confronted them, and the solutions which they employed. Special attention is given to the techniques of handling an audience-participation talk show.

During the final weeks of the course class members will study effective political speaking on radio and television and reconsider the techniques of such persuasive media performers as Franklin D. Roosevelt, John F. Kennedy and Senator Wayne Morse (Oregon). In addition to this study of models students may prepare and video tape their own persuasive speaking.

As the course ends all students will submit a documented essay on a topic approved by the professor.

John H. Lowton

Sa 230 Performance on Radio and Television (F; 3)

This course is concerned with the several performance areas in the broadcast media. Primary attention is on news, commercial and script announcing. The criteria employed in the critical evaluation of performance is also studied.

Martin LoMonoco

Sa 231 Problems in Television News and Public Affairs Broadcasting (S; 3)

Prerequisite: Sa 223, Sa 228, Sa 315

Equivalent experience must be cleared with the instructor before permission to enter the course can be granted.

This course is an intensive study of the production techniques, writing, and management of television news operations. In addition to attending lectures and other presentations, the class will gather, write, edit, and produce news material in programs to be recorded at the College's closed-circuit production studio during the semester. Students must be prepared to spend at least two or three hours per week in lab times to be arranged in the first class meeting. Guest lectures by local television news and public affairs personalities will highlight the course meetings during the semester.

Martin LoMonoco

Sa 232 Broadcast Writing (F; 3)

Writing of various types of materials for broadcast use. The course will emphasize those skills necessary for entry level positions which require writing skills. Types of continuity to be studied will be: news, commercial copy, and dramatic writing for both radio and television. The role of the writer in a production will also be discussed.

Martin LoMonoco

Sa 233 The Television Documentary (F; 3)

This course explores the past 25 years of documentaries, news specials and investigative reports on television. As we view in class several examples from the vaults of CBS, NBC, ABC and the public broadcasting network, we will be concentrating on three areas: the

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changing history of style and content in TV documentaries, a survey of the process of the making of a TV documentary, and the art of analyzing and critiquing a TV documentary. Written reviews will be required. We will also be examining the genesis of one independently-made film in a quest lecture. *Arnold Reisman*

Sa 234 The American Film: Influencing Action in the Business and Political Communities (F; 3)

This course is concerned with the role of films in shaping public opinion and influencing decision making. Students will view and analyze moving pictures released by agencies in the Federal Government with a view toward arousing sympathetic public response. Various documentaries circulated by Department of the Interior, Defense and Health, Education and Welfare will be given special attention. Network documentaries such as "The Secret War" and "Hunger in America" will also be shown and discussed. Attention will be given as well to advertising and documentaries released by business concerns. Thus, the thrust of the course is to broaden student understanding of the cinema as a significant agency in influencing public opinion. *John H. Lawton*

Sa 236 Survey of Creative European Film Makers (3)

Course centers upon brilliant innovators and traditionalists among the European directors since 1947. Included among others are Resnais, Antonioni, Truffant, Fellini, Bergman, Reed. Not offered 1976-77

Sa 237 Film Propaganda: The Cinema of War and Peace, Poverty and Racism (S; 3)

This course is concerned with the role of propaganda in creating and sustaining a war climate. World War II and the Vietnamese conflict receive particular attention, and the class focuses upon the electronic media, analyzing their impact on the American public. Students also evaluate the effectiveness of film and television programming in combating racism and warring on poverty. Selected films and television documentaries are viewed, techniques analyzed, and effects, if any, on national policy making are determined. *John H. Lowton*

Advanced Course Work in the Media

Sa 307 Comparative Broadcast Systems (S; 3)

A survey of national and international communications systems. Emphasis is on the control and operation of radio and television in the various countries of the world and on world communications problems. *The Department*

Sa 309 Broadcasting—A Critical Evaluation (S; 3)

An exploration of contemporary radio and television from a critical viewpoint. An appraisal of network and local station programming policies and program content—including entertainment, news, public affairs and children's programs. Also being studied are broadcasting economics, advertising and the business corporation; legal regulations; and the sociological impact of the media. *The Department*

Sa 314 Commercial Media Writing (S; 3)

Prerequisite: Ability to write.

This course focuses on how to bring salesmanship into your writing style, how to market specific commodities, how to persuade an audience or certain consumers to accept your product and your personality. We will concern ourselves with the field of advertising copywriting and the general area of public relations and promotions. This is all directed to the print media only, and not to TV or radio. We will trace the course of ad and publicity campaigns, from brainstorm through conceptions to materialization. Attention will also be given to graphic design. Students will be required to write copy for such campaigns and for public relations material throughout the course. *Arnold Reisman*

Sa 315 Advanced Journalism: Reviewing (S; 3)

Prerequisite: Ability to write, or Introduction to Journalism.

Students will learn how to compose their critical thoughts and let their individual styles come through their writing in this course, which deals explicitly with reviewing films, plays, concerts, albums, books, art, dance, restaurants, television programming and the news media. In a sense, although most efforts will be channeled into improving concepts of writing and analysis, this course by its very

nature will assume the role of an arts appreciation seminar. Desire and willingness to develop expertise in this area is imperative. Students will be expected to write 8-10 reviews and/or articles geared to the formats of newspapers, magazines or Sunday supplements. *Arnold Reisman*

Sa 316 Criticism and the News Media (S; 3)

Prerequisite: Ability to write

In this course we will examine how the daily press, local television stations, national publications and special-interest magazines cover the world of arts and entertainment. We will discuss the various aspects and schools of thought dealing with reviews and critiques. Students will be expected to write reviews in the following areas: film, theatre, music, books. If time permits, students will also be required to write an in-depth news feature focussing on some specific aspect of the arts. *Arnold Reisman*

Sa 317 Senior Seminar in the Media (S; 3)

This course will focus on selected problems in the media. During the 1976-77 term, attention will be devoted to: (1) New Journalism (2) Children's Television (3) Politics and the Media. This course is open to senior majors; limited enrollment of other students with the prior consent of the instructor. *Donald Fishman*

Sa 318 Theories of Evidence I (F; 3)

This course involves a study of intelligence systems, of principles for evaluation evidence, and of the general credibility of the major sources of public intelligence. It will include discussion of the crisis principle; the accessibility principle; the gag rule; authenticity; inconsistency; carefulness of generalization; reluctance, perceptual capacity; perceptual distortion; accuracy record; differences between primary and secondary sources; the eyewitness principle, etc. It compares the press, the government, pressure groups and academicians as sources of public intelligence. *Donald Fishman*

Sa 319 Theories of Evidence II (S; 3)

Centering upon the theoretical, legal and general concepts, functions, texts, fallacies and validity of evidence, the course includes a field trip to visit various governmental agencies and the Library of Congress for the purpose of providing a practicum in the collecting, sifting, and evaluating of evidence relevant to the current national intercollegiate debate resolution. *Daniel M. Rohrer*

Sa 320 Media Workshop (S; 3)

This program is open to communication majors in junior and senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, periodicals, and various areas of film industry. In a few instances internships in media-oriented public relations firms are available to students.

Sa 321 Media Workshop II (S; 3)

Additional apprenticeship training in the media is available for departmental majors for a second semester. *The Department*

Sa 322 Media Workshop III (S; 3)

Further experience in mass media and allied areas.

The Department

Sa 325 Media Acting and Interpretation (F; 3)

Prerequisite: Approval of professor.

This course, which adapts acting and reading techniques to electronic media performance is important for students who are interested in radio and television acting and interpretation. Some studio training is available in these areas, and attention is given as well to the oral performance of the newscaster in radio and television. Audio and video tapes are available for approved original projects. Because of its nature this class must be limited to upper class majors in communication and theatre who have completed their basic course work. *J. Poul Marcoux*

Sa 395-01 Honors Program in Communication (F, S; 6)

This is a research project undertaken during the senior year for two semesters. Student candidates for this program must submit a detailed description of their proposal between mid-March and mid-April of their Junior year. A faculty committee will then study such proposals and determine their merits. All arrangements for Sa 395-01 must be completed before deadline mentioned above.

Sa 397 Reading and Research in Communication

Junior and senior majors doing research and program work for media should sign up under this course title.

Theatre

Sa 140 Introduction to the Theatre (F; 3)

A general course which emphasizes factors influencing form and content in dramatic literature. Attention is also given to director's, actor's, and designer's roles in modern theatre practice.

J. Poul Marcoux

Sa 141 Oral Interpretation of Literature (F; 3)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication.

J. Poul Marcoux

Sa 144 Elements of Theatre Production (F; 3)

A lecture-laboratory course designed for the student of theatre who wishes to become competent in the areas of stagecraft, lighting, make-up, costume, stage properties, theatre administration. Emphasis is placed on concentrated practicum work and involvement in the Boston College Dramatics Society productions.

Roger Mooney

Sa 145 History of Theatre I (F; 3)

This course follows the simultaneous development of actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare.

Joseph M. Larkin, S.J.

Sa 146 History of Theatre II (S; 3)

Prerequisite: Sa 145.

Course deals with the theatre from Restoration century to 1900. Growth of the American theatre and developing European forms are considered.

Joseph M. Larkin, S.J.

Sa 147 Modern Theatre (S; 3)

Theatrical and literary analysis of a sixty year period of drama ranging from Henrik Ibsen (1890) to Edward Albee (1950). Modern theatre in both Europe and America is studied with a concern for the historical, social, cultural implications of drama in terms of man's relationship to nature, society, work, himself, and the past. In addition to lectures and discussions of plays a variety of media will be employed: films, slides, scene cuttings in class, field trips to theatres and plays in the Greater Boston Area.

Donald Shandler

Sa 152 Creative Dramatics (F; 3)

Creative Dramatics is a discipline of theatre and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. Weekly workshops, during class time, will be used to develop and reinforce these skills. Emphasis is placed on the development of spontaneous informal play as a loosely structured imaginative form of personal expression.

Donald Shandler

Sa 153 Scene Design (F; 3)

Prerequisite: Sa 144.

A study of the artistic and practical elements involved in preparing a stage setting. The history of scene design and its relation to other art forms will be investigated.

Roger Mooney

Sa 156 Black Theatre: Its Contemporary Literature (F; 3)

The purpose of the course is to introduce students to contemporary black playwrights and the forms these playwrights employ to communicate their message. Particular emphasis will be placed on the social purpose of the playwrights as well as on their creative process.

The Department

Sa 157 Black Theatre: Presenting the Play in the Black Community (and elsewhere) (S; 3)

Work in the second semester will grow organically out of the first. Plays including unpublished manuscripts, studied in the first semester, will be reviewed from the production standpoint. In the concluding portion of the course, class members will select a play, produce it and present it in the black community and elsewhere.

The Department

Sa 159 Children's Theatre (S; 3)

Techniques and methods of producing a wide variety of children's plays from the traditional to the experimental is the concern of this course. Students in the class will become members of the Boston College Children's Theatre Company and have a variety of opportunities to produce a children's play that will tour Boston College Learning Center Schools. Special consideration given to the problems of production: scenery, costumes, touring shows.

Donald Shandler

Sa 242 Theory and Practice of Acting I (F; 3)

This introductory course will be concerned with the fundamentals of acting. The techniques of observation, imagination, concentration and sensory recall will receive attention. Employment of voice and body in developing characterization will be studied.

J. Poul Marcoux

Sa 243 Play Direction I (F; 3)

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction.

Joseph M. Larkin, S.J.

Sa 249 Analysis and Performance of Dramatic Literature (S; 3)

Prerequisite: Sa 141, or permission of the instructor

This course presupposes a basic understanding of oral interpretation (See Sa 141) and/or performance experience. Emphasis will be on contemporary approaches to group interpretation including Readers Theatre and Story Theatre. A public performance will climax classroom work in the selection, analysis, and rehearsal of special materials.

J. Poul Marcoux

Sa 250 Theory and Practice of Acting II (S; 3)

Prerequisite: Sa 242 or permission of instructor

This course will concentrate on scripted materials and on building specific characterizations. Some attention will be given to the various styles of acting appropriate for pre-modern drama.

Joseph M. Larkin, S.J.

Sa 251 Play Direction II (F; 3)

Prerequisite: Sa 243.

A continuation of Sa 243, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion.

J. Paul Marcoux

Sa 254 Playwriting (S; 3)

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production.

Joseph M. Larkin, S.J.

Sa 255 Speech and Theatre Activities for the Exceptional Child (S; 3)

This course concerns itself with the developing and implementing a comprehensive program in speech and theatre for the handicapped child in special education or regular classes. The recreational and therapeutic effects of such activities as creative dramatics, oral reading, choral speaking, puppetry and formal dramatics are carefully considered. Emphasis is on adjusting methodology in speech and theatre education for children with special needs and abilities. Speech improvement at various educational levels is also an important consideration. Class demonstrations, observation, guest lectures and laboratory experiences are an integral part of this course, which may be taken for special education or for speech communication and theatre credit.

J. Poul Marcoux

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Sa 256 Political Theatre of the Twentieth Century (S; 3)

An interdisciplinary course with the aim of exposing the student of the theatre, literature, political science, and other disciplines to the possibilities inherent in the theatrical potential of political theatre. Playwrights with a variety of styles and issues from America, Europe, and Africa are represented: THE BALCONY (Jean Genet), THE DEPUTY (Rolf Hochhuth), MOTHER COURAGE (Bertolt Brecht), THE WHITE HOUSE MURDER CASE (Jules Feiffer), MACBIRD, (Barbara Garson). Materials of the course will include: films, playscripts, field trips, and scenes in class.

Donold Shondler

Sa 300 Theatre Production Practicum (S; 1)

Each major must enroll in this course in the second semester of each year. It is a lab course encompassing all forms of technical crew assignments in Dramatic Society productions. Basic skills will be developed. It will be on a pass/fail basis. At least three crew assignments are needed to fulfill major requirements.

*Transfer students and double majors will be given more than one credit if they work more than one crew a year in order to fulfill requirements.

The Department

Sa 348 Experimental Theatre (S; 3)

Prerequisite: Sa 146, Sa 147, or permission of the Instructor.

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as "theatre of the absurd", "theatre of the grotesque", "theatre of cruelty", "theatre of ritual", and others.

J. Poul Morcoux

Sa 355 Theatre Aesthetics and Dramatic Criticism (S; 3)

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical theory receive attention.

Joseph M. Larkin, S.J.

Sa 395-02 Honors Program in Theatre (F, S; 6)

This is a research project undertaken during the senior year for two semesters. Student candidates for this program must submit a detailed description of their proposal between mid-March and mid-April of their Junior year. A faculty committee will then study such proposals and determine their merits. All arrangements for Sa 395-02 must be completed before deadline mentioned above.

Sa 398 Research and Reading in Theatre (F, S; 3)

Prerequisite: Senior standing and 12 credit hours in theatre.

The Department

Speech Pathology and Audiology

Sa 171 Phonetics (S; 3)

A study of the International Phonetic Alphabet with work in transcription.

Gail-Anne McGroth

Sa 180 Language Acquisition (F; 3)

An overview of the underlying physiological, psychological and perceptual processes involved in language development, as well as environmental influences. Study of theories of language acquisition and the developmental patterns seen in normal emergence of language abilities.

Borboro Bond

Sa 270 Anatomy and Physiology of the Vocal Mechanism (F; 3)

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience and patient presentations.

Mortho Lusser, M.D.

Sa 272 Introduction to Speech Pathology (F; 3)

Prerequisite: Sa 170, Sa 171.

A study of common speech handicaps with concentration on articulation, delayed speech and stuttering.

Gail-Anne McGrath

Sa 273 Audiology (F; 3)

Prerequisite: Sa 170, Sa 171

A study of audiometric testing and diagnosis.

Howard Zubick

Sa 274 Diagnostic Procedures (S; 3)

Prerequisite: Sa 272, Sa 273

An introduction to testing procedures in speech and language evaluation.

Borboro Bond

Sa 275 Articulation: Theories and Therapies (F; 3)

Prerequisite: Sa 170 and Sa 171

A concentrated study of the prevalent speech defects including a review of current literature. Emphasis on clinical evaluation and rehabilitation techniques. Field study.

Borboro Bond

Sa 276 Clinical Practice (F, S; 0, 0)

Prerequisite: Permission required

A program of supervised therapy in the public school system for Elementary Education majors.

Barbora Bond

Sa 277 Aural Rehabilitation (S; 3)

Prerequisite: Sa 274

An introduction to the habilitation and rehabilitation of the hearing impaired child and adult. Discussion involving techniques of speech reading and auditory training.

Howard Zubick

Sa 278 Aphasia: Theories and Therapies (S; 3)

Prerequisite: Sa 274

A general introduction to language disorders associated with the cerebral vascular accident. Diagnostic and rehabilitation considerations. Field Studies.

Michael Curran

Sa 279 Stuttering: Theories and Therapies (F; 3)

Prerequisite: Sa 274

An introduction to current and historical theoretical approaches to the problem of stuttering. Review of the therapy approaches with particular emphasis on more recent research and treatment methods.

Stoff

Sa 376 Clinical Practice (S; 3)

Prerequisite: Permission required

A program of supervised therapy in the public school system for Elementary Education majors.

Borboro Bond

Sa 399 Research and Reading in Speech Pathology and Audiology (F, S; 3)

Prerequisite: Permission required.

The Department

Theology (Th)

Th 001 Introductory Biblical Hebrew (F, S; 3)

This course will be devoted to the acquisition of the fundamentals of Biblical Hebrew grammar and a working vocabulary.

Jeremiah Donovan, S.J.

Th 003 Intermediate Biblical Hebrew (F, S; 3)

Prerequisite: Knowledge of Hebrew Th 001 required.

Sections of Genesis will be read to prepare the student for wider excursions in the Hebrew Old Testament.

Jeremiah Donovan, S.J.

Th 006 Pre-biblical Literature – (Ancient Near East) (S; 3)

This course will examine the literatures of the Ancient world preceding and contemporary with the composition of the books of the Old Testament. Selections (in English translation) from the literatures of the Sumerians, Babylonians, Assyrians, Phoenicians, Egyptians, and preclassical Hellenes will be read and analyzed with a view to understanding their relationship to the literature of the Bible.

Dovid Neimon

Th 009 Fundamentals of Judaism (F; 3)

A survey of the basic principles of religion and their expression in Judaism; and examination of Jewish religious ideas as expressed in literature set within its historical context.

Albert Goldstein

Th 011 Major Themes in Minor Prophets (S; 3)

The major messages of 'minor prophets,' Amos-justice; Hosea-love; Joel-hope; Micah-peace; Jonah-compassion; Daniel-faith, etc. A study of evidence that the ethical, spiritual, esthetic quality of Scriptural books bears no relationship to the size of these works.

Albert S. Goldstein

Th 012 Book of Genesis (F; 3)

This course will analyze the Book of Genesis in its literary and historical context as representative of the literature of the ancient Near East. Comparisons will be made between the earliest Hebrew Literature of the Bible and selections from contemporary Babylonian and Canaanite Literature. Archaeological discoveries, as they illuminate the Book of Genesis will be examined. *David Neiman*

Th 014 The Church and the Jews I (F; 3)

A survey of the History of the Jewish People in the course of their interrelationships with Christianity through the Ages.

David Neiman

Th 015 The Church and the Jews II (S; 3)

A continuation of The Church and the Jews I. May be taken separately from Th 014.

David Neiman

Th 017 Jewish Prayer and Spirituality I (F; 3)

A study in depth of Jewish prayer and its influence on the Jewish concept of spirituality. Prayer in the evolution of the synagogue. Private prayer. The Psalms in Synagogue and home. The poetry of Jewish prayer. Types and forms of Jewish prayer. Spiritual creativity in the liturgy for Festivals and Holy Days. Liturgical poetry and hymnody. Eastern (Sephardic) and Western (Ashkenazic) formulations on the liturgy. Mysticism in Jewish prayer. Modern and contemporary reformulations of the Jewish liturgy: Orthodoxy, Reform, Conservatism, Reconstructionism, Israeli. The meaning and significance of prayer and spirituality in the life and history of the Jewish people.

Irving M. Levey

Th 018 Jewish Prayer and Spirituality II (S; 3)

May be taken independently of Jewish Prayer and Spirituality I. (See description above.)

Irving M. Levey

Th 020 The Old Testament Then and Now (F, S; 3)

An examination of Israel's history, institutions and faith, with special emphasis on their meaning for today.

Rev. Philip King

Th 027 A View of the Old Testament (F; 3)

A tour of the Old Testament, with special attention to its theologies, cultural background, and the archeological evidence.

Frederick Moriarty, S.J.

Th 035 Jesus and the World (F; 3)

The figure of Jesus, his teachings and the theology of the early church will be studied in the New Testament to explore how Christians, both then and now, understand the world, live in it and work in hope for its redemption.

Anthony Saldarini, S.J.

Th 037 Jewish Background to the New Testament (F; 3)

The history, literature and theology of Judaism will be studied in itself and as it affects the New Testament. Topics will be the Pharisees and other sects, Jewish political crises and politics, late Old Testament books, the Dead Sea Scrolls, writings of the Rabbis and New Testament usage of Jewish law, biblical interpretation and theological attitudes.

David Neiman

Th 038 From the Prophets to Jesus (S; 3)

Major developments in the late Old Testament, Judaism and the New Testament communities, which provide the key to our understanding of Jesus' teaching, will be studied for their relevance to contemporary religious experience.

Anthony Saldarini, S.J.

Th 050 Introduction to the New Testament (F, S; 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

PHEME PERKINS

Th 055 St. Paul on Christian Life (F, S; 3)

Through a careful and critical study of Paul's letters, this course examines the earliest view of Christian life available to us. Themes considered include Christian hope, law and freedom, faith and reason, sexual ethics, the Christian community, the Christian atti-

tude to government, Sexism, the Eucharist, the Resurrection, and Christian love. The course presupposes that St. Paul's understanding of the response to Jesus of Nazareth offers numerous insights valuable for today's Christian.

Normand Paulhus

Th 080 God and Revelation (F, S; 3)

The basic predicate of Christianity is that God has made Himself known to man in a way which man could never himself attain. This course will consider the possibility of his revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

Patrick J. Ryan, S.J.

Th 085 Faith, Reason and Revelation (F, S; 3)

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

David F. Carroll, S.J.

Th 088-089 Person and Social Responsibility (F, S; 6, 6)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program (see "Special Study Programs" section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice — delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices.

Pulse only.

The Department

Th 090 Perspectives on Western Culture I, II (F, S; 6, 6)

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

Robert Daly, S.J.

Fred Lawrence

PHEME PERKINS

Anthony Saldarini, S.J.

Th 098 Black Theology in America I (F; 3)

A survey of the major Black theologians and Black religious practices in America with emphasis on ritual and ceremony.

William McClain

Th 101 Black Theology in America II (S; 3)

A continuation of Th 098 Black Theology in America I

William McClain

Th 105 African Background of Afro-American Religious Experience (F; 3)

After a synthetic presentation of African Religio-Cultural experience, this course seeks to examine: a) its impact upon the religio-cultural consciousness of the people of North America, South America and the Caribbean islands through such movements as voodoo, the Black Church, the Nation of Islam, Santerio, Shango, Cumina, Candoble, etc., and b) its positive and negative roles in the making of human liberation through movements such as the Maroons, the Restafarians, Etheopianisme, Pan-Africanism, the Panthers, etc.

Dibinga wā Said

Th 106 Introduction to African Philosophy and Religion (S; 3)

Using African myths and legends and folk-lore as primary sources, this course: a) examines the traditional religio-philosophical con-

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THEOLOGY

cepts and practices, b) gives an overall image of the African Weltanschauung, and c) synthesizes the fundamental tenets of concepts and practices commonly held by most Africans. Time permitting, the African Christian and Islamic religious interaction may be briefly discussed.
Dibinga wô Soid

Th 140 Reality, Theology and Ethics – Bonhoeffer (F, S; 3)

This course will introduce the thought of Dietrich Bonhoeffer (1906–1945) by means of the study of his life and times, and selected readings from his works. Deeply influenced by the universality of the twentieth century, Bonhoeffer, who was a Lutheran pastor executed for complicity in a plot to assassinate Hitler, is the principal theologian and ethicist of "reality." Ethical reflection will be the focus of the course.
Edward S. Stonton, S.J.

Th 145 The Religious History of Modern Catholicism: 1769–Present (F, S; 3)

A consideration of the major events and ideas that have formed modern Catholicism as a religion. Special emphasis will be placed on the faith, devotions, saints and worship of the modern Catholic community.
Thomos Wongler

Th 156–157 (Hs 269–270) European Christian Thought (F, S; 3, 3)

A two-semester survey of the development of Christian Thought with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, The Niebuhrs, C. S. Lewis.
John R. Willis, S.J.

Th 159 Islam: Religion and Culture (F, S; 3)

Introduction to the theological, historical, art and cultural diversity of one of the world's largest religions. Starting with the Qur'an and using illustrations from Islamic art, the course will emphasize spirituality and basic religious "sciences" as they evolved in central Islamic lands. It will also touch briefly on Muslim theory and practice outside of the Middle East and will show connections between Islam and other religions, especially Judaism and Christianity.
John Renard, S.J.

Th 161 (Hs 548) Religion in America (F, S; 3)

The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A. Outside speakers discuss their specialties (e.g. Mormons, Christian Science, Adventists, Jehovah's Witnesses, Pentecostals).
John R. Willis, S.J.

Th 163 American Denominational Belief (F; 3)

A survey of the roots, doctrine and social emphasis of various important American religious groups. Each will be discussed from the point of view of its teaching, church authority and ministry, ritual and worship. Among the denominations studied are the Baptist groups, Adventists, Unitarians, Methodists, Congregationalists, Jehovah's Witnesses and Holiness Churches.
James J. Cosey, S.J.

Th 166 (Sl 215) Eastern Mythologies (F; 3)

The analysis of myths and the religious structures of Ancient Egypt, Mesopotamia, Iran, India (Brahmanic, Buddhist, and Hindu traditions), South East Asia, and the three major Far Eastern mythologies of China, Japan, and Tibet.

The course examines basic and universal concepts in the mythological source materials such as the creation of the universe, the creation of man, the deluge, the structure of the universe, the dying and resurrected god, and the cultural hero. The course also presents theoretical considerations for the study of mythology as a scientific pursuit: the interrelation of myths, religion, and ritual practice; the role of myth in the history of mankind and the influence of myth on our consciousness today; myths in the Orient and myths in the West; the symbolic code; different contemporary methods for the exegesis of myths.
Elena Semeko-Ponkrotova

Th 170 The Mystery of the Church (F, S; 3)

This course will investigate: the Church's teaching about her own nature as found in the documents of Vatican II; the Church in the New Testament; the relationship of the Church today to the Kingdom preached by Jesus Christ. The secular meaning of the Gospel and the secular mission of the Church and a survey of contemporary theology on the mission of the Church will also be studied.
Rev. John Toomey

Th 171 Freedom to be Free (F, S; 3)

Towards a theology of personal freedom. Because of some Church structures, community and family tensions, peer pressures and inner compulsions many people are deprived of that personal and social liberty which Christ bequeathed to his followers. Such topics as freedom in love, in friendship, in service, freedom through the Cross, poverty as freedom and the dialogue of freedom will be studied and discussed.
Edward E. Stonton, S.J.

Th 172 Church Structures and Christian Life: Studies in Matthew and John (S; 3)

A study of the gospel account of Christian life seen as the reality of the people of God living in community, distinct from Christ, although united to Him, but as Christ dead and risen, living in every person who identifies with Him in faith; hence the reality of the Church, especially in John, can only be Christological.
James J. Cosey, S.J.

Th 180 Theologies of Love (F, S; 3)

The aim of this course is to gain a deeper understanding and appreciation of the mystery of love from a study of classic works on the subject. Along with the Bible, an analysis will be made of the writings of some outstanding theologians, philosophers and psychologists.
John McCorthy, S.J.

Th 182 (Sl 224) Mythology and Religion in India (S; 3)

A survey of major periods and schools of Indian religion from the middle of the second millennium B.C. down to the present day: Vedic religion, Brahmanism, Buddhism, Jainism, and the two major developments of Hinduism (Vishnuism and Shivaism).

The course approaches the subject matter from several aspects: roots and historical development; dogmatics; philosophy; monastic life; rituals and religious ceremonies; symbolism in religious art and its interpretation; the influence of the religion on social institutions (most notably, the caste system).

Questions of religious philosophy, mythology, ritual, and cosmological-cosmographical notions are discussed on the basis of broad typological comparisons with some Asian, African, and native American religious systems.
Eleno Semeko-Ponkratova

Th 185 Theology of Marriage (F, S; 3)

This course will seek to examine the meaning of marriage in Catholic Theology and to investigate the relevance of the theological data for contemporary man in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.
Potrick J. Ryon, S.J.

Th 185 Theology of Marriage (F, S; 3)

The socio-sexual development of the individual is investigated with special emphasis on the psychological and religious factors influencing that development. The man-woman, husband-wife, parent-child relationship is surveyed in the light of selected biblical and theological evidence ranging from Genesis to Vatican II. The religious view of marriage as a holy and sacramental state is contrasted with competing sexual life-styles. Conscience problems regarding contemporary sexual morality such as contraception, abortion, and divorce will be surveyed.
Edward Callahan, S.J.

Th 186 Theology of Marriage (S; 3)

An intermediate-level (level one elective) presentation of the Theology of Marriage. Presupposes completion of the core.
Edward Callahan, S.J.

Th 190 Theology of Religious Experience (F, S; 3)

A study, particularly through readings of an autobiographical nature, of man's experience of God, religion and the sacred. Topics such as the religious sentiment in man, man's search for God, religious identity and maturity, conversion experiences, religious enthusiasm, prayer and mysticism, will be treated.
Charles Healey, S.J.

Th 191 Non-Christian Religions, Christianity and the Church (F, S; 3)

This course is an application of the Vatican II documents on ecumenism, the Church itself, and the relationship of the Church to Non-Christian religions. It proceeds from the fundamental classical concepts of the sacred and profane, the holy and the secular, through primitive religions to a study of the major world religions, with particular emphasis on Hinduism, Buddhism, Jainism, Islam,

Christianity and the Church. It concludes with an analysis of Pauline and Vatican II references to the Church as "Pilgrim People of God," "Mystical Body of Christ," "Bride of Christ," "universal and all-embracing sacrament of salvation." Miles Foy, S.J.

Th 194 The Discernment of Spirits: Personal Theology (F, S; 3)
The human person's existential relationship with the Divine Persons of the Trinity; revelation of the human filiation with God the Father, identity with the Son, possessor of the Holy Spirit. The accentuation of "how to listen to God," and how to speak to the Divine Person-ages. Dovid R. Cummiskey, S.J.

Th 195 Mysticism Compared (F, S; 3)
This course treats the Christian Mystics Ignatius Loyola and John of the Cross as well as studies of the Mystical Monotheisms of the Indian Hindu and the Islamic Moslem. Dovid R. Cummiskey, S.J.

Th 201 Christian Mysticism (S; 3)
The essence of Christian Mysticism along with its secondary phenomena will be investigated by studying and evaluating the mysticism of Jesus Christ, Plotinus, Pseudo-Dionysius, *The Cloud of Unknowing*, Aelred of Rievaulx, Julian of Norwich, Meister Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross and Teilhard de Chardin. Horvey Egon, S.J.

Th 203 Christianity as a Humanism (F; 3)
This course will consist of a reading of Shakespeare's *A Midsummer Night's Dream*, King Lear, and Coriolanus, Virginia Woolf's *The Waves*, Dostoevski's *Grand Inquisitor*, Camus' *The Plague*, and a number of Eliot's smaller poems, against the background of some of the writings of the New Testament and some of the major doctrines of the Christian faith. The point of the course is: to emphasize that Christianity is not primarily an intellectual pursuit of a coherent theory about the universe, but a particular way of dealing with, and doing justice to, some basic human concerns. Frons Jozef von Beeck, S.J.

Th 205 Foundations of Catholic Theology (F; 3)
The overall Catholic heritage as well as specific exegetical, dogmatic, historical, speculative, and ecumenical questions will be considered in the light of Vatican II. Harvey Egon, S.J.

Th 206 Christian Thought: Origins and Growth I and II (F, S; 3, 3)
A two-semester study of the central teachings of Catholic Christianity with emphasis on the way Christians of all ages (patristic, scholastic, renaissance, reformation, enlightenment, contemporary technological) have attempted to express and live the meaning of the Gospel. A level one elective; Presupposes completion of the core. Frederick Lawrence

Th 208 The Formulation of Christian Doctrine (F; 3)
Not a history of dogma but an examination of the ways in which the structure and content of Christian theologies arise from the consideration, by men of intelligence and sensitivity, of those questions which occur to most men.

The course will pay particular attention to the contributions made in these matters by Paul, Augustine, Aquinas, Luther and Bultmann. Rev. Homish F. G. Swonston

Th 210 Theology of Christ and Mary (F, S; 3)
Working from biblical and historical sources, this course, in presenting the uniqueness of the personal mission of the Incarnate Word, will also study Mary's "pilgrimage of faith" and her "maternity in the order of grace" resulting from her active but subordinate collaboration with the mission of her Son on earth. Early Christian controversies and modern theological investigations will be taken up. Miles Foy, S.J.

Th 215 Theological Forum I: The Gospels in Current Study (S; 3)
The study of the four Gospels has long been central to New Testament research. Since the 1950's there have been major developments in Gospel interpretation, the fruit of form and redaction criticism. This has led to a better understanding of how the Gospels were written, of the individual Evangelist as an author-theologian, of what is most distinctive about each Evangelist's portrait of Jesus.

Using a format of lectures and small group discussions on alternate weeks, the Forum investigates this new approach to the Gospels. The lectures are given by members of the Theology Department. J. Fronk Devine, S.J.

Th 216 Theology Forum II: Roman Catholic Identity (F; 3)
The ecumenical movement never intended to obliterate the differences which inevitably must exist among the various Christian communities which constitute the one Body of Christ. Roman Catholicism remains historically the most significant element within the Church. What does it mean to be a Roman Catholic? What do Roman Catholics share in common with other Christians, indeed with all humankind? What makes Roman Catholics different from other Christians? Format of the Forum: lectures and small group discussions on alternate weeks on faith, theology, dogma, collegiality, the papacy and the like. J. Fronk Devine, S.J.

Th 220 Gods, Images and Idols (F, S; 3)
This course will present how the concept of God has been expressed in different times amongst different peoples. The attempt will be made to discuss the value of these different approaches to God for the contemporary world. Lectures twice a week, with students meeting with the instructor in his office once every other week. Thomos Fitzpatrick, S.J.

Th 222 Imagining Gods and Humans (F; 3)
Reflections on Mircea Eliade's *Conclusions in the History of Religions*, especially his sense of the dialectic of the sacred/profane, and the role imagination plays in the creation of any spirituality. There will be frequent slide lectures to illustrate the material. Class discussions will form an essential part of the course. Francis P. Sullivan, S.J.

Th 224 Perspectives on the Volunteer Experience (S; 3)
This course is intended for Seniors who are interested in post graduate volunteer programs of one or two year duration (Jesuit Volunteer Corps, Vista, Action, Appalachia, etc.). The intention is to act as a catalyst for a process of critical thinking centered around those issues which are pertinent to the volunteer experience. The focus will be both theoretical and analytic as well as personal. The course is not a training program for future volunteers but attempts to introduce the student to both theoretical and personal issues that will be important considerations in their anticipated work. James Donohue

Th 230 Christian Saints and Mystics (F; 3)
A study of Christian life and spirituality through the ages, focusing on the lives and writings of some major saints and mystics such as Augustine, Benedict, Bernard of Clairvaux, Francis of Assisi, Julian of Norwich, Thomas Aquinas, Thomas More, Theresa of Avila, Theresa of Lisieux. Charles Heoley, S.J.

Th 232 Devout Humanism (F; 3)
A consideration of the attempt to preserve the sense of innocent human nature in the fallen human nature disputes of the reformation period and its baroque sequel. The conflicting images will be presented by considering theologies, mysticisms and aesthetic stands. Francis P. Sullivan, S.J.

Th 234 The Resurrection: Myth or Reality (F, S; 3)
After an introduction to the term myth as found in modern Catholic and Protestant writing, the course, in the light of recent American and European scholarship, 1) treats the different categories of thought behind the formulas of the resurrection; 2) examines the literary genre and sources of the resurrection accounts; 3) studies the actual gospel texts that reveal the variety of the evangelists' perspectives on the paschal message itself; and 4) faces the problem of the historicity, meaning and interpretation of these texts: Did Jesus truly rise from the dead? What actually were these apparitions? Was the tomb of Jesus really found empty on Easter Sunday morning? James J. Cosey, S.J.

Th 242 Faith and Change (S; 3)
A study of the shifts in contemporary Roman Catholic doctrine caused by shifts in the images of God and humans worked by philosophies, biblical studies, history and aesthetic creations. Francis P. Sullivan, S.J.

Th 246 Ethics and Conflict (F, S; 3, 3)

This course is a two-semester 6-credit seminar (which also fulfills the theology core requirement) concentrating on such themes as the ethical dimensions of faith, moral revolution, a theology of power, social sin, Gospel ethic and political power, ethics and liberation, "law and order," religious roots of nonviolence.

James Holpin, S.J.

Th 248, 250 Perspectives on War, Aggression and Conflict Resolution I, II (F, S; 3, 3)

Rein Uritom et al.

Th 251 Introduction to Feminist Ethics I (F, S; 3)

An introduction to the themes treated in Feminist Ethics I and II (Th 553/554).

Offered 1977-78

Mory Doly

Th 254 Introduction to Christian Ethics (F, S; 3)

An exploration of "responsibility" as a description of human moral agency as dynamic and relational. The theme of "ethics as response" is given prominence by contemporary theologians such as D. Bonhoeffer, H. R. Niebuhr, and B. Häring. It furnishes a point of departure from which to examine diverse fundamental perspectives on relations between Christian faith, universal moral experience, and action. Some central questions will be: "To whom or what is the human person ultimately responsible?"; "How are we aware that response to other persons and/or to a transcendent Person is required of us?"; "Are there standards defining the appropriate response?"

Liso Sowle Cohill

Th 259 Christian Ethics and the Community (F; 3)

An investigation of some major themes in Christian ethics as it attempts to respond to the social, cultural and political forces which shape our world. How do we as both individuals and groups develop responsible ethical behavior? What factors are involved in moral decision making? Emphasis will be given to the phenomenon of the moral experience and to practical applications in working out strategies and norms for ethical activity.

Pulse only.

James Donohue

Th 260 Faith and the Life Cycle (F; 3)

A theological and psychological examination of faith as a central dynamic in the self-system. Presentation of a theory of faith development in correlation with cognate perspectives on cognitive, moral, ego, and psycho-social development. Use of case studies and research interviews. Consideration of the implications of a developmental perspective for communication, counselling, education, parenting and for the planning of one's life. Assessment of the contributions of faith development theory and research to the theological task.

James Fowler

Th 262 Women and Religion (F, S; 3)

A survey course dealing with 1) a critique of the images of Women in the Jewish and Christian traditions and 2) an exploration of the Feminine in Jungian psychology as related to religious experience. Themes of particular interest include: psychological and cultural implications—images of Women in Old and New Testament—the influence of history on the role of woman.

Cloire Lowery, RSCJ

Th 265 Religious Themes in Hopkins (S; 3)

A seminar stressing particularly the Christological-Mariological themes in the writings of Gerard Manley Hopkins who, with Matthew Arnold, has been praised as "one of the two foremost literary critics of the Victorian Age." Influences of John Duns Scotus and Ignatius of Loyola will be particularly traced. Although not required, familiarity with Hopkins and his unique poetic style is desirable. Also of interest to English majors.

Miles Foy, S.J.

Th 266 The Christian Creeds: A Language for Madness? (F; 3)

An examination of the traditional statements of Christian faith, paying particular attention (1) to the ways in which these creeds have served the purposes of those responsible for the structures of Christian communities, and (2) to the ways in which they may be understood as saying something about the individual human being's experience of states which, in other religions, are presented in terms of the heroic myth, and, in other lecture rooms, are presented as schizophrenic.

Rev. Homish F. G. Swonston

Th 267 Religious Growth and Education (F; 3)

An inquiry into the psychological, theological and sociological characteristics of growth and education. This course will seek to present an integrated and dynamic view of life which is consonant with contemporary theological thought, psychological development theory, and processive approaches to education. Religious growth and education as interaction with the human perspective.

Glorio Durko

Th 268 Religion and the Imagination I (F; 3)

Students will tap their own religious experience, scripture, religious texts and literary works to discover the role of imagination in religion. Myth, ritual, drama, poetry and fantasy are its major areas; group work, readings, lecture-discussion and research-reflective papers form its structure.

Poul Jones, S.J.

Th 269 Religion and the Imagination II (S; 3)

Part I required.

A continuation of the dynamic of Part I.

(See description above.)

Poul Jones, S.J.

Th 272 The Nature, Dignity and Destiny of Man (F, S; 3)

Some structures of belief and non-belief; structures of Catholic behavior and belief.

Felix Tolbot, S.J.

Th 273 Problems in Contemporary Theology (S; 3)

This course will consider man's search for religious fulfillment and his attempt to discover the integral meaning of life. It will seek a contemporary approach to Christian life which is at once relevant to today's world and faithful to human values. Areas of concern will include the following: the human person, conscience and morality, freedom and law, sin and penance, work and play, the sacred and the secular.

Glorio Durko

Th 275 Global Ethics (F, S; 3)

Fifteen participation learning sessions aimed at sensitizing oneself to the global situation of political, social, and economic imbalance—particularly in developing countries of the Third World. Emphasis is on both information and the clarification of attitudes and values. Some of the areas to be covered will include economic realities in the global village, capitalism and distribution of wealth, and examination of the multi-national corporation, a case study of neo-colonialism, power realities within a developing country, educational realities in the third world, a comparison of values—particularly East Africa and North America.

Louis Hoog, M.M.

Th 276 Theological Issues in the Modern World (S; 3)

This course sets out to explore the cultural lag that has developed between present-day culture and the sensibility that goes with it, and conventional Christianity. The demise of ecclesiastical structures, the harmony of the universe, and the Word of God in the Bible as the traditional loci of the experience of God in faith is then dealt with. The course then goes on to explore the various ways in which Schleiermacher, Bultmann, Tillich, Barth, Brunner, and Bonhoeffer dealt with the vacuum caused by the demise of conventional Christianity. Finally, it will be attempted to arrive at some conclusions about the possibilities of belief-cum-intellectual-integrity in a secularized world; in this context the notions of faith, dogma, spirit, church, and humanness will reemerge in a radically new way.

Frons Jozef von Beeck, S.J.

Th 277 Human Liberation and Human Development (S; 3)

This course will examine the contributions of recent black, third-world, and feminine liberation theologies. In addition to examining their use of scripture and tradition, attention will be given to the critical social theory underlying many of these theologies and to the implicit or explicit conceptions of human development they express. The liberation theology perspectives will then be brought into critical interchange with a theological and psychological theory of faith development, with the aim of sketching the directions of a Christian praxis in education and action for justice and solus (wholeness).

James Fowler

Th 282 Church and Sacraments (F, S; 3)

Several new understandings of the Church, developed by both Protestant and Catholic theologians, have profoundly altered the Church's self-image. This change has, in turn, lead to new theological

understandings of the sacraments. The course will explore, from this background, different ways of relating to the Church and its sacraments.
Edward Callahan, S.J.

Th 292 (Sc 160) Sociological Study of Religion (S; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.
Theodore Steeman, O.F.M.

Th 299 Readings and Research – Level I (F, S; 3)

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number.
The Department

Th 301 Hebrew Rapid Reading in Deuteronomy (F; 3)

The reading and parsing of classical Hebrew prose. A course in Hebrew grammar is presupposed.
Frederick Moriarty, S.J.

Th 312 The Psalms and Their Meaning for Today

A form-critical analysis of selected Psalms with emphasis on their theological content and relevance for today.
Rev. Philip King
Offered 1977-78

Th 313 The Bible and Archaeology of the Near East (S; 3)

A history of archaeology in the Near East with emphasis on the development in field method and its contribution to biblical studies. The classroom lectures will be amply supplemented by slides, artifacts and other specimens.
Rev. Philip King

Th 314 Wisdom in Israel

This course will be concerned with both the canonical and deuterocanonical wisdom books. The wisdom movement will be examined in its ancient Near Eastern setting. Dominant themes will be traced, and selected passages will be exegeted. The value of wisdom literature for today will be underscored throughout the course.
Offered 1977-78
Frederick Moriarty, S.J.

Th 320 The Bible and Theological Crisis (F; 3)

Twentieth century Biblical studies have shown the differences between conclusions supported by Biblical data and later systematic theological developments in the areas of Christology, the Virgin Birth, Resurrection, Priest and Pope, inspiration, authority and, in general, the use of the Bible by theology. This course will use the writings of Raymond Brown and others to elucidate the authority and meaning of the Bible for the community and theology and also the limitations of Biblical teaching and interpretation in answering twentieth century problems.
Anthony Saldarini, S.J.

Th 322 New Testament and Jewish Reinterpretation of the Old Testament

The process of change and creative adaptation in religion will be studied through the early Christian reinterpretation of the Old Testament to apply to Jesus, the Dead Sea Scroll's use of the Old Testament to explain the history of their sect and the Jewish rabbis' revitalization of ancient Jewish law to meet new circumstances.
Offered 1977-78
Anthony Saldarini, S.J.

Th 323 Resurrection and Afterlife in the Bible (S; 3)

The origin of the concept of resurrection in the late Old Testament and its varied development in later Jewish writings and in the New Testament will be investigated. Comparisons with other religious traditions and adaptation of these ideas to contemporary experience will be explored.
Offered Spring 1978.
Anthony Saldarini, S.J.

Th 324 The Dominant Themes of the Old Testament (F; 3)

A Study of the dominant thematic ideas in the Old Testament and the part they play both in the New Testament and in life today.
Rev. Philip King

Th 325 Relevance of the Prophets

An in-depth study of some of the major prophets in terms of their times and their message, with special attention to their meaning for today.
Offered 1977-78
Rev. Philip King

Th 360 Pauline Tradition

After discussing the personality, career and theology of the apostle Paul as it is reflected in his letters, this course studies the later followers, opponents, and interpreters of Paul. The impact of his theology on the later church will be traced. Finally, some attention is given to modern Jewish, Christian, and psychoanalytic interpretations of the apostle.

Offered 1977-78

PHEME PERKINS

Th 361 New Testament Theology

Prerequisite: A previous introduction to the methods of N.T. scholarship or consent of the instructor.

An introduction to the theological problems and methods that have influenced the development of New Testament Theology is followed by detailed treatment of three approaches to New Testament Theology in the work of J. Jeremias, R. Bultmann, and J. Fitzmyer. This course introduces the student to the types of theological approach and theological problems found in the New Testament.

Offered 1977-78

PHEME PERKINS

Th 367 Gospel of John (F; 3)

Study of the Fourth Gospel with particular attention to the religious backgrounds which have been suggested for its author (Jewish; Graeco-Roman; Gnostic; orthodox or heretical Christianity; Buddhist). Recent attempts at a sociological description of the Johannine community are discussed with careful attention to the problems and presuppositions in interpreting religious documents from the Hellenistic period.
PHEME PERKINS

Th 368 Apocalypticism

A study of its origin, nature, message, and relevance; special attention to its relation to prophetism.

Offered 1977-78

Rev. Philip King

Th 389 Parables of Jesus

Prerequisite: Previous introduction to the methods of N.T. scholarship or consent of the instructor.

Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.

Offered 1977-78

PHEME PERKINS

Th 399 Scholar's Project (F, S; 3)

(See above "Scholar of the College" p. 13)

The Department

Th 412 Augustine: Sermones (F; 3)

Prerequisite: A fair knowledge of Latin.

Using as a text the *Biblioteca de autores Christianos*, Vol. VII in the *Obras de San Augustin*, and other selected sermons, about 75 sermons will be read, in Latin. The sermons afford an excellent introduction to the thought of Augustine the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature. Open also to Classics, Medieval Studies, and Romance Language students.

Thomas P. O'Malley, S.J.

Th 413 Augustine: Homilies (S; 3)

Prerequisite: A fair knowledge of Latin.

This course is designed to be continuous with Th 412, but new students may join in second semester. The text will be Vol. X in the *Obras de San Augustin*, *Homilias*, and other selections. The homilies too, provide an excellent introduction to the thought of Augustine, the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature. Open also to Classics, Medieval Studies, and Romance Language students.

Thomas P. O'Malley, S.J.

Th 425-426 The Eastern Fathers (F, S; 3, 3)

History of the literary genres of Greek patristics, literature, and selected reading from outstanding authors, with attention to rhetorical style and technique and social and intellectual context.

Offered 1977-78

Margaret Schatkin

Th 436 Dynamics of Faith and Identity (S; 3)

Explorations in the psychology of personality, its formation and transformation, through religious experience and participation in communities of faith. Building upon research and theory in faith development, and drawing upon case studies, attention will be given to implications for education, counseling, spiritual direction and family life.

This is a weekend seminar held on three weekends during the spring semester: Feb. 4 & 5, March 4 & 5, and April 1 & 2, on Friday from 4 to 10 p.m. and on Saturday from 10 a.m. to 4 p.m.

James W. Fowler III

Th 460 Faith of World Transformers – Seminar on Psychobiography

Psycho-historical studies of selected saints, revolutionaries, reformers, social and intellectual pioneers, with an eye to understanding the role and development of faith in their lives and work.

Offered 1977-78

James W. Fowler, III

Th 464 Seminar: Protestant Theology in the 20th Century (F; 3)

An examination of the central themes in European and American Protestant theology from Troeltsch to Moltmann. Readings from such figures as Barth, Gogarten, Bonhoeffer, Tillich, Bultmann, Ebeling, Reinhold Niebuhr, H. Richard Niebuhr and Gordon Kaufman.

These theologians and their approaches will be viewed against the backgrounds of their social and political contexts. The pertinence of their contributions for the present ecumenical theological situation will be assessed.

James W. Fowler, III

Th 466 History of the Faith of American Catholicism

This course will trace the history of American Catholicism from John Carroll to the present with special emphasis on the history of the faith of American Catholicism. Attempts will be made to determine the conceptions of God that have been formulated by the American Catholic tradition, its religious imagination, prayers, hymns, and rituals.

Offered 1977-78

Thomos Wongler

Th 467 Roman Catholic Americanism (S; 3)

This course will examine the life of the Catholic Church in the United States from the 3rd. Plenary Council of Baltimore to the Papal Condemnation of Americanism of 1899. Special attention will be given to the faith of American Catholicism during this period in the theological issues involved in Americanism.

Thomos Wongler

Th 470 Mission of the Church in Recent Theology (F; 3)

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel, and the secular mission of the Church.

Rev. Richard McBrien

Th 480 Sacramental Theology (S; 3)

Six approaches to a general theology of sacraments: christological, ecclesiological, Word-theology, ecumenical, anthropological, and secular-ethical. After this, the course will concentrate on Baptism and Ministry, with emphasis on the questions of justification and the status of the ecumenical discussion on the significance of the ordained ministry in the Church.

Frons Jozef von Beeck, S.J.

Th 482 The Ritual Process (S; 3)

Laboratory-workshop experience of the elements which constitute ritual expression both as historical and current phenomenon. Evaluation and critique of established rituals, adaptation and creation of new forms. Active student participation required.

Poul Jones, S.J.

Th 484 Religion and Literature (F; 3)

This course will investigate the major religious themes and myths appearing in literature. Although its primary focus will be dramatic literature, students will take frequent side excursions into poetry, the novel and non-fiction. A sample listing of authors: Euripides, Shakespeare, Donne, Hopkins, Yeats, Eliot, Melville, Lewis, Williams, O'Neill, Bolt, Shaffer and Sartre.

Poul Jones, S.J.

Th 488 Christian Sacrifice

A survey analysis of the Jewish and early Christian origins of the Christian idea of sacrifice designed to introduce the student to the

scriptural, historical, and ecclesiological foundations of Christian soteriology and atonement theology, and thus to provide an appropriate base from which to develop a contemporary concept of sacrifice and worship.

Offered 1977-78

Robert J. Doly, S.J.

Th 489 Theology of the Eucharist (F; 3)

Origins of the Eucharist in the sacrifices and sacred meals of the Old Testament; tradition of its institution in the New Testament theology of the Eucharist; theology and practice reflected in the major Early Christian Eucharistic Texts; the change – in apparent contrast to primitive Christian practice – to a progressive sacramentalization and institutionalization of the Eucharist (after the Old Testament model); major developments and controversies up to the present. The Eucharist as the life and center of the Church and the believing community of Christians.

Robert J. Doly, S.J.

Th 490 Contemporary American Spirituality (F; 3)

An investigation of main trends in contemporary American Spirituality with major emphasis on the writings of Thomas Merton. Special attention will be given to the existing tension between prayer (contemplation and action).

Charles Healey, S.J.

Th 491 Seminar in Christology (F; 3)

It was not till sometime in the eighteenth century that the question about the theology of the Person of Jesus Christ was raised in a way substantially different from the way the tradition had spoken. Hence, this seminar starts with classical Christology, which reached its peak at the Council of Chalcedon, and led to the standard (neo-chalcedonian) Christologies of the medieval period. Then the focus will shift to the Christologies of the New Testament, in preparation of a treatment of the problem of the historical Jesus and the Christ of faith. Finally, soteriology – with an appropriate critique of the satisfaction-model – and some modern issues, such as the Virgin Birth and the meaning of the sinlessness of Jesus, will be explored.

Frons Jozef von Beeck, S.J.

Th 493 Modern Spiritual Writers (S; 3)

An investigation of the lives and spiritual writings of some major figures of the last hundred years. Among those who will be treated and discussed are: John Henry Newman, Baron von Hügel, Teilhard de Chardin, Bonhoeffer, C. S. Lewis, Thomas Merton, Karl Rahner.

Charles Healey, S.J.

Th 494 Seminar on Liturgical Worship (F; 3)

This course aims at an authentic grasp of the anthropology of worship, the paschal mystery and eucharist, and at a contemporary understanding of symbol. The liturgical renewal and the range of possibilities for the future will be analyzed. Selective use of field trips, film, rituals. Readings from Panikkar, Eliade, Jung, Micks, Bloy, Van Leeuwen, White.

Rev. Joseph T. Nolon

Th 501 The Kingdom of God and the Political Order (S; 3)

The concept of the "Kingdom of God" in its socio-political dimension: the meaning of community, justice, the good society, etc. Designed to complement Th 470 – Mission of the Church in Recent Theology – but not necessarily to presuppose it, and to meet the needs both of Theology graduate students (and possibly advanced majors) and also of political science students and philosophy students interested in political philosophy and/or social ethics.

Rev. Richard McBrien

Th 509 Theology of Grace (S; 3)

The soteriological aspects of the Arian controversy. The council of Carthage in 418; Pelagius; Augustine. The medieval systematization culminating in Aquinas and its trivialization in later Scholasticism. Rescue operations by the *devotio moderna*, Luther and Calvin, and more recent theology.

Frederick Lowrence

Th 510 On the Trinity (F; 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J. N. D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum*, *Word and Ideo in Aquinas*, K. Rahner, *The Trinity*.

Frederick Lowrence

Th 512 Seminar: Basic Doctrines and Their Coherence (S; 3)
 God — Creation/Grace — Christology/Soteriology — Ecclesiology — Sacraments. The main authors: Augustine, Anselm, Thomas Aquinas, Barth, Tillich, Rahner, Bonhoeffer.
 Offered 1977-78 *Frons Jozef von Beeck, S.J.*

Th 514 Theology of Karl Rahner (F; 3)
 Selected readings from the writings of Karl Rahner, with special emphasis upon the philosophical underpinnings of his theology, his notion of God, the Trinity, symbol, etc. *Horvey Egan, S.J.*

Th 515 Soteriological Models and Atonement Theories (S; 3)
 A study, first, of the way in which some major Old Testament models, esp. Passover, sin-offering, Suffering Servant, and Akedah (sacrifice of Isaac) influenced the Christian concept of Christ as savior; and secondly, of the way in which this religious concept, under the influence of varying historico-cultural as well as religious pressures, has, in the life of the Church, found expression in a variety of atonement theories. *Robert J. Doly, S.J.*

Th 545 Reformation Ethics
 Reformation perspectives on ethics are placed within a systematic context emphasizing concepts such as sin, grace and faith as related to concrete moral judgments.
 Offered 1977-78 *Liso Sowle Cahill*

Th 548 Seminar on the Theology of H. Richard Niebuhr
 A systematic study of the major published and unpublished writings of H. Richard Niebuhr, with special attention to his theological-ethical method.
 Offered 1977-78 *James W. Fowler, III*

Th 553 Feminist Ethics I (F; 3)
 Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, and war. The problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. Redefining "power" and "politics" by living on the boundary of patriarchal institutions.
 Offered Fall 1977 *Mory Doly*

Th 554 Feminist Ethics II (S; 3)
 The course will reflect upon and be part of the process of trans-valuating values in women's consciousness and action. It will consider specific problems in relation to the sexual politics of religion, education and the media, medicine, psychiatry, and law. May be taken separately from Th 553.
 Offered Spring 1978 *Mory Doly*

Th 560 Protestant and Catholic Ethics (F; 3)
 A comparative study of the Protestant and Catholic traditions of Christian ethics through selected major representatives (e.g., Aquinas, Luther, Barth, papal encyclicals, Rahner, Fletcher). Focal concerns will be whether human persons know the good to be done through common human experience, through the Scriptural account of the revelation of God's will for man in Jesus Christ, or both and whether it is possible to derive stable norms for conduct from experience and/or from revelation. Concrete illustrative problems (e.g., warfare, sexuality) will be discussed in the light of characteristic Protestant and Catholic theological presuppositions.
Liso Sowle Cahill

Th 567 Christian Perspectives on Medical Ethics (S; 3)
 A course dealing with several problems of medical ethics which center on the meaning of "the sanctity of human life." These will include murder and suicide as classical right-to-life issues; abortion; euthanasia, definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached from within the context of Christian faith and theology. The ways in which Christian premises influence concrete ethical decision-making will be explored through an examination of both classical and contemporary expressions of theological ethics.
Lisa Sowle Cahill

Th 569 Moral Problems in Modern Medicine (F; 3)
 The purpose of this course will be to acquaint pre-medical students with the moral and philosophical problems engendered in medicine; to provide a forum to discuss these problems; to provide a context

that will help to define and resolve these and future problems that may be encountered professionally. Seminar-type sessions will be based on relevant articles from the general medical literature, with an occasional guest moderator having expertise in the area under discussion. Topics to be discussed will include: population; confidentiality; chemical and biological warfare; transplantation, etc. This course will be team-taught with Dr. Eugene LaForet, M.D.

Thomas P. O'Malley, S.J.

Th 575 Theology as Symbolization of Experience

A personal and group inquiry into the relations between theological symbolizations of reality and the primal experience of the self with other selves in community. Readings from theorists of psycho-social development, sociologists of knowledge and religion, and from selected theologians.

Offered 1977-78

James W. Fowler, III

Th 580 Natural Law

Analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on Early Christian and Medieval authors — Natural law and history. The contemporary critique of natural law. This course is also of interest to students in Political Science.

Offered 1977-78

Ernest Fortin, A. A.

Th 599 Seminar for Theology Majors (S; 3)

By focusing upon the mystery of the bodily resurrection of Jesus Christ, the various aspects of theological methodology will be examined, both theoretically as well as practically.

Horvey Egon, S.J.

Th 600 Theology/Religious Education (F; 3)

A seminar designed for candidates for the M.Ed. in religious Education. The work of leading thinkers on religious education is examined to uncover the theological concepts which undergird their theories.
Glorio Durko

Th 602 Special Projects in Religious Education I (F; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty adviser.

By arrangement

Glorio Durko

Th 603 Special Projects in Religious Education II (S; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty adviser.

By arrangement

Glorio Durko

Th 620 (Sc 660) Sociology of Religion (F; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day sociology of religion.

Theodore Steemon, O.F.M.

Th 625 (Sc 661) Sociology of American Religion (S; 3)

An analysis of the American religious experience. Special attention will be given to how American society dealt with the problem of religious pluralism and diversity, the concept of civil religion, the broadening national value consensus, the American type of religious organization: Denominationalism.

Theodore Steemon, O.F.M.

Th 628 Christian Theology and History

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life and thought. The secular roots of the concept of history as it has come to be understood in our day. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Offered 1977-78

Ernest Fortin, A.A.

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THEOLOGY

Th 652-653 Philosophical Foundations for Revolutionary Ethics I, II (F, S; 3, 3)

Analysis and critique of epistemological and ontological roadblocks to intellectual relevance. An effort to develop more adequate language and strategies for enabling cognitive minorities to identify and counter prevailing assumptions and pathological power structures. Graduate students will develop their own syllabi in consultation with the professor.

Offered 1977-78

Mory Doly

Th 693 Seminar: Research on Faith and Moral Development (S; 3)

Prerequisite: Faith and the Life-Cycle

For advanced students a critical investigation into structural theories of cognitive, moral and faith development and into the research methods employed by their proponents. Each participant will conduct a faith and moral development interview, and be involved in the analysis and scoring of several such interviews.

James W. Fowler, III

Th 695 Morality: Absolute/Relative/Developmental (F; 3)

This seminar will investigate the psychological theories of moral development from childhood through adulthood (Kohlberg, Hoffman, etc.) in the light of philosophical and theological ethics. Applications to the education of the child as well as to adult moral decision will be made.

Morgoret Gormon, R.S.C.J.

Th 696 Psychology and Theology (S; 3)

An examination of the insights of such psychologists as James, Freud, Jung, Allport, May into the religious dimension of persons. Awareness of the sacred symbols of the sacred ritual, religious institutions will be examined, as well as neurotic forms of religion, all in the light of contemporary theological thinking.

Morgoret Gormon, R.S.C.J.

Th 697 Majors Thesis (F, S; 6, 6)

Th 699 Readings and Research Level Three (F, S; 3, 3)

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number.

The Department

Th 701-702 Guided Research in Education as Service (F, S; 3, 3)

Project design and implementation in an occupational context, under the direction of a faculty adviser.

Glorio Durko

Th 709 Revelation (S; 3)

A study of the idea of revelation as it has functioned in Christianity. An exploration of the idea as an ecumenical point for religious inquiry. The course is a philosophy of religious foundations, with special concern for the uses of language, the relation of universal and particular, and the nature of time.

Gabriel Moron

Th 731 Theory and Practice in Religious Education (S; 3)

A seminar designed for candidates for the M.Ed. in Religious Education. Students, individually, or in teams, may study a theoretical (theological or educational) question, investigate a practical issue (E.G. evaluation of texts and programs), and make field trips. Presentations may be made by students, guest lecturers, or both.

Glorio Durko

Th 750 Seminar: Methods of Biblical Exegesis (F, S; 3, 3)

Modern critical methods of interpreting the Bible will be examined as they apply to different types of Biblical Literature and to theological problems which arise from the Bible. Attention will be given to the development of the various methods, exegesis of select passages and the presuppositions underlying different approaches.

Rev. Philip King

PHEME PERKINS

Anthony Soldorini, S.J.

Th 801 Systematic Theology: Method and Content (S; 3)

The nature and method of Christian systematic theology, including a comparative study of the major systems (e.g., Aquinas, Schleiermacher, Barth, Tillich, et al.) One half of the course is devoted to a study of John Macquarrie's *Principles of Christian Theology*, with emphasis on the interconnectedness of the various Christian doctrines.

Rev. Richard McBrien

Th 822 (Sc 780) Seminar on Durkheim as Sociologist and Ethicist (F; 3)

This seminar will explore Durkheim's basic conceptions of society, religion and ethics. A reading knowledge of French is desirable but not required.

Theodore M. Steeman, O.F.M.

Th 824 (Sc 780) Seminar on Parsons

At the hand of a selection of Parsons' writings, an explanation of his basic concept of society, style of theorizing, major theoretical resources, theory of social evaluation and social change, and his way of dealing with practical social problems – designed to acquaint the student with the thought of a major social theorist and to lead to an understanding assessment of the importance and/or limitations of this type of high-level sociological theory for the analysis of social problem situations.

Offered 1977-78

Theodore Steemon, O.F.M.

Th 825 Seminar: Critical Sociology (S; 3)

Using materials from both the main sociological tradition and from the Frankfurter Schule and other social critics, the seminar will concentrate on the problem of the relation between sociology and social ethics. It aims at a sociological methodology which is ethically relevant.

Theodore Steemon, O.F.M.

Th 875 Myth and Theology (S; 3)

An effort to assess the significance of myth in a contemporary Theology from a comparative study of 1) myth in pre-literate societies, 2) the deliberative construction of myths in Plato's *Dialogues*, 3) the Modernist reduction of religious doctrines to a species of mythic thinking.

Bernard J. F. Lonergan, S.J.

Th 880 Symbol and Analogy: Ascent of the Heart and Mind to God

From symbols as expressive of the self-transcending dynamism of the human spirit through limit questions and experiences towards a recognition of a religious "world of meaning" and so to the analogous apprehension of the divine in God and his Christ.

Offered 1977-78

Bernard J. F. Lonergan, S.J.

Th 899 Readings and Research, Graduate (F, S; 3, 3)

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number.

The Department

Th 920 Profit and Exponential Growth

A variant of macroeconomic analysis that reveals an intrinsic connection between economic expansion and proportionately enriching profit. A critique of the Marxist account of this phenomenon through a theory of surplus value. An estimate of the educational problems that confront the West if it is to meet this issue, not by setting up its own parallel to the Gulag Archipelago, but by promoting the development of intelligence and of moral commitment. Presupposed familiarity with Adolf Lowe's *On Economic Knowledge*.

Offered 1977-78

Bernard J. F. Lonergan, S.J.

Th 953 Seminar: The Rhetoric of Christology

Prerequisite: Familiarity with classical and modern christological issues.

Focus on the fact that particular concerns have gone into the shaping of christology, on the christological rhetoric (rather than logic). Special emphasis on the linguistic structure of christology. Authors treated are Tillich, Schoonenberg, John A. T. Robinson, Ian Ramsey, and the instructor.

Offered 1977-78

Frans Jozef von Beeck, S.J.

Th 965 Insight and Method in Theology (F; 3)

The Ground and Implications of an Interdisciplinary Organization of Studies.

Modern studies are understood and interrelated on the basis of their operations and methods. Thereby de facto there is supplanted the Aristotelian organization of the sciences grounded in the logical implications of a hierarchy of concepts. None the less the older view lingers on in a variety of tacit assumptions that conflict with contemporary practise to generate blocks and spread confusion. A remedy is sought in the thematization of the procedures of natural science and of human studies and in the formulation of the interdisciplinary ideal.

Bernard J. F. Lonergan, S.J.

Th 980 M.A. Methods Seminar (F; 3)

Designed to prepare students to work in the various fields of Theology, this course will concentrate on the concepts of revelation, faith, scripture and tradition, and will treat the methods and bibliographic sources in the fields. Required for all M.A. students; open with department approval to select theology majors.

Thomos Wongler

Th 983-984 Advanced Graduate Colloquium I, II (F, S; 3, 3)

This seminar is open only to students in the Joint Doctoral Program who have completed Th 990-991.

The Department

Th 990-991 Graduate Research Colloquium I, II (F, S; 3, 3)

Introduction for first year doctoral students into the fields, bibliographical resources, hermeneutics and general methods of the disciplines of Theology.

The Department

Th 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Institute for Religious Education

The following courses (see above under Ed.) are offered by the Institute for Religious Education

Ed 334-335 Special Projects in Religious Education (F, S; 3, 3)

Glorio Durko

Ed 437-438 Guided Research in Education as Service (F, S; 3, 3)

Glorio Durko

Ed 531-532 Directed Research in Religious Education (F, S; 3, 3)

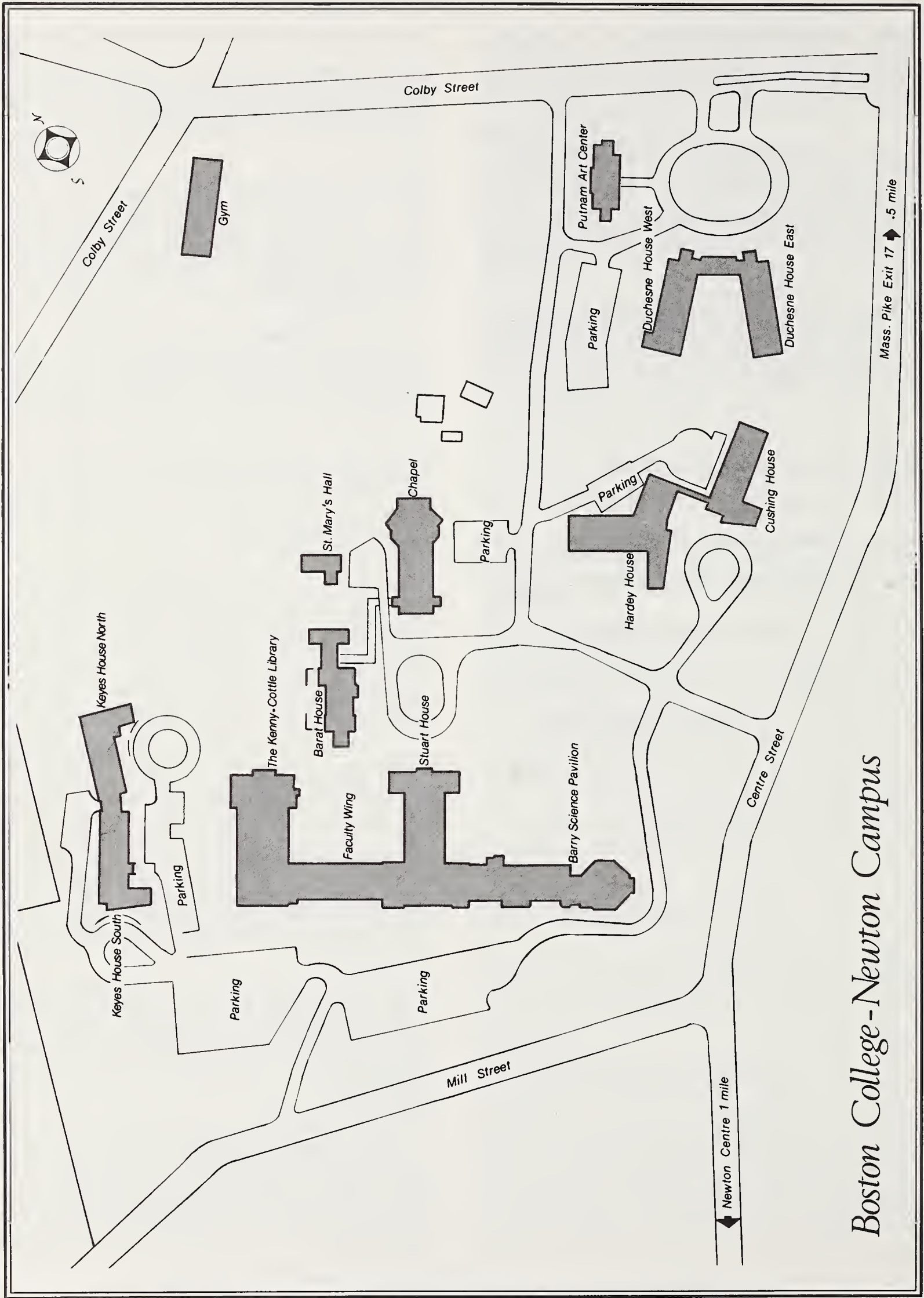
Richard P. McBrien

Ed 731 Theory and Practice in Religious Education (S; 3)

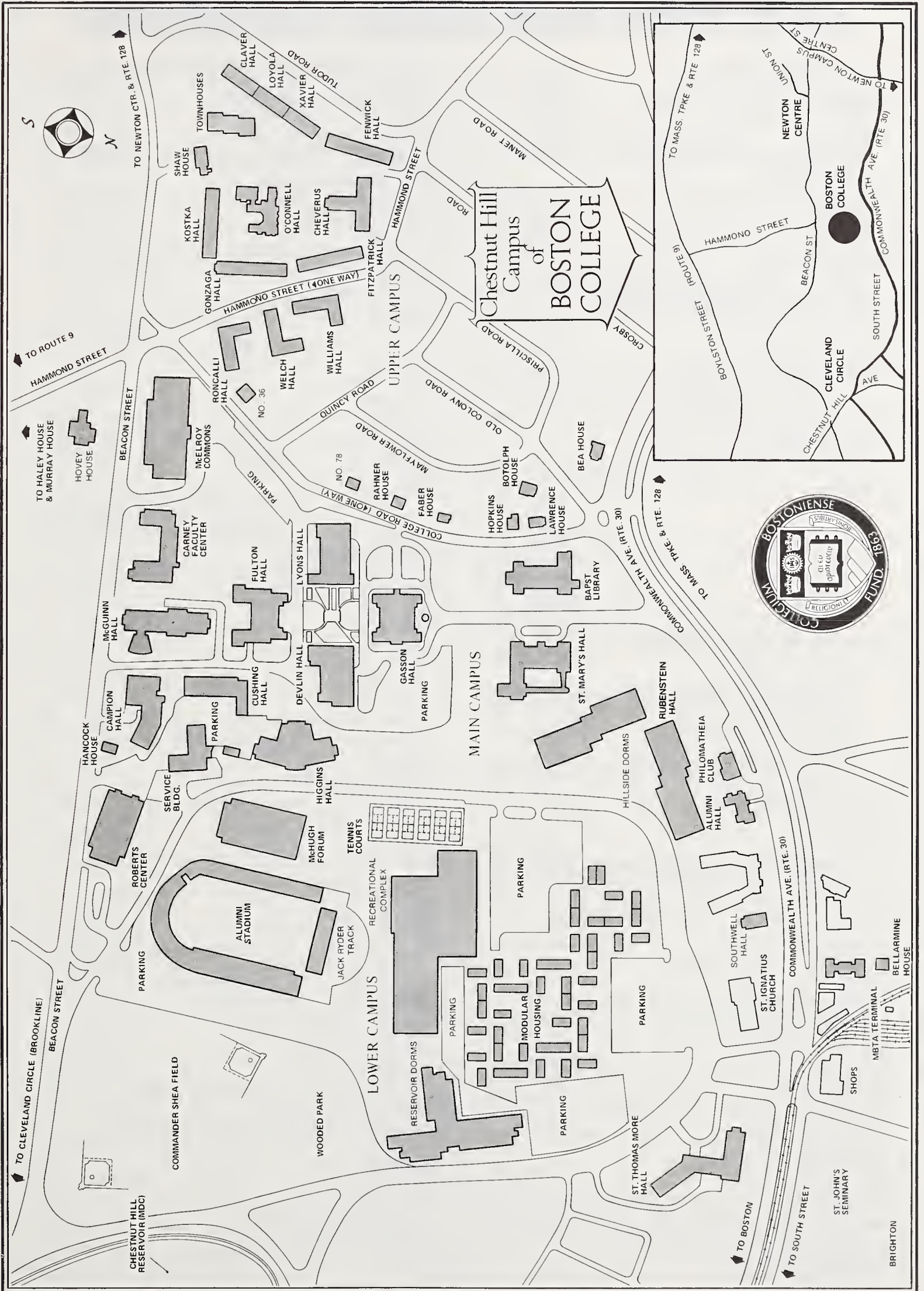
Glorio Durko

Ed 431 Community Seminar in Adult Education (F; 3)

Gobriel Moron, et al.



Boston College-Newton Campus



Directory and Office Locations

Accounting Department Frederick Zappala, <i>Choirmon</i>	Fulton	100	Geology and Geophysics Department George Brown, <i>Choirmon</i>	Devlin	209
Administrative Sciences Department Walter Klein, <i>Choirmon</i>	Fulton	213	Germanic Studies Department Heinz Bluhm, <i>Chairman</i>	Carney	325
Admissions Undergraduate: James Scannell, <i>Director</i> Graduate: Department Chairmen	Gasson	201	Graduate Arts and Sciences Donald White, <i>Deon</i> George Fuir, S.J., <i>Associate Deon</i>	McGuinn	221 McGuinn 221
Arts and Sciences Thomas O'Malley, S.J., <i>Dean</i> John Harrison, <i>Associate Deon</i> Marie McHugh, <i>Assistant Dean</i> Henry McMahon, <i>Associate Deon</i>	Gasson Gasson Gasson Gasson	103 105 105 105	Higher Education Program Michael Anello, <i>Director</i>	Campion	214
Biology Department Donald Plocke, S.J., <i>Choirmon</i>	Higgins	321	History Department John Heineman, <i>Chairman</i>	Carney	115
Center for East Europe, Russia and Asia Thomas J. Blakeley, <i>Director</i>	Carney	201	History and Philosophy of Education Program Edward Power, <i>Director</i>	Campion	313
Chemistry Department Andre de Bethune, <i>Chairman</i>	Devlin	223B	Honors Programs Arts and Sciences: Albert Folkard Education: Associate Dean Raymond Martin	Gasson Campion	7 104B
Classical Studies Department Robert Renchan, <i>Choirmon</i>	Carney	155	Management: James Bowditch	Fulton	215
Computer Sciences Department John Neuhauser, <i>Chairman</i>	Fulton	406	Housing Kevin Duffy, <i>Director</i>	Hillside	C
Counselor Education and Counseling Psychology Program William Cottle, <i>Director</i>	McGuinn	314	Law School Richard Huber, <i>Dean</i>	Newton Campus	
Counselors Gloria Blue Sandra Crump John Hennessey Weston Jenks George Lawlor, S.J. Christine Merkle Rose Anne Negele Barry Reister David Smith Eugene Taylor	Gasson Gasson Gasson Fulton Cushing Campion Fulton Gasson Campion	114 114 114 205 103 301 201 114 301	Law Department William Hickey, <i>Choirmon</i>	Fulton	403
Curriculum and Instruction Program George Ladd, <i>Director</i> Coordinators: Early Childhood, Eva Neumann Elementary, Lillian Buckley Media Specialist, Fred Pula Reading Specialist, John Savage Science Education, George Ladd Secondary Education, Edward Smith	Campion Campion Campion Campion Campion Campion	219 200A 307 10 312 219 115	Management Albert Kelley, <i>Deon</i> Justin Cronin, <i>Undergraduate Associate Dean</i> Richard Maffei, <i>Graduate Associate Deon</i>	Fulton Fulton Fulton	405 314 306
Economics Department Harold Petersen, <i>Chairmon</i>	Carney	132	Marketing Department Joseph D. O'Brien, <i>Chairmon</i>	Fulton	303
Education Lester Przewlocki, <i>Deon</i> Mary Griffin, <i>Graduate Associate Dean</i> Raymond Martin, <i>Undergraduate Associate Deon</i>	Campion Campion Campion	100 103 104B	Mathematics Department Gerald Bilodeau, <i>Choirmon</i>	Carney	317
Educational Administration and Supervision Program William Griffin, <i>Director</i>	McGuinn	604	Music Program Olga Stone, <i>Director</i>	Newton Campus	
Educational Psychology Program John Dacey, <i>Director</i>	Campion	213	Nursing Mary Dineen, <i>Deon</i> Laurel Eisenhauer, <i>Undergraduate Chairmon</i> Dorothy Walker, <i>Graduate Chairmon</i>	Cushing Cushing Cushing	203 220 218
Educational Research, Measurement and Evaluation Program John Jensen, <i>Director</i>	Campion	319	Organizational Studies Program Edgar Huse, <i>Director</i>	Fulton	217
English Department Paul Doherty, <i>Choirmon</i>	Carney	442	Philosophy Department Joseph Flanagan, S.J., <i>Chairman</i>	Carney	272
Evening College James Woods, S.J., <i>Deon</i>	Fulton	317	Physics Department Robert Carovillano, <i>Choirmon</i>	Higgins	355
Film Study Program Gus Jacacci, <i>Director</i>	Lyons	407	Political Science Department David Manwaring, <i>Chairmon</i>	McGuinn	200
Finance Department Walter Greaney, <i>Choirmon</i>	Fulton	310	Psychology Department Norman Berkowitz, <i>Chairmon</i>	McGuinn	349
Financial Aid Stephen Collins, <i>Director</i>	Gasson	209	Religious Education Program Richard McBrien, <i>Director</i>	90 College Rd.	
Fine Arts Department Josephine von Henneberg, <i>Chairman</i>	Lyons	401	Romance Languages and Literatures Department Enrique Ojeda, <i>Choirmon</i>	Carney	334
General Business Program John Lewis, <i>Director</i>	Fulton	215	Slavic and Eastern Languages Department Michael Connolly, <i>Chairman</i>	Carney	236
			Social Work Graduate School Edmund Burke, <i>Deon</i>	McGuinn	132
			Sociology Department Michael Malec, <i>Chairman</i>	McGuinn	416
			Special Education and Rehabilitation Program John Eichorn, <i>Director</i>	McGuinn	B15
			Speech Communication and Theatre Department John Lawton, <i>Chairman</i>	McGuinn	500
			Summer Session George Fuir, S.J., <i>Deon</i>	McGuinn	401
			Theology Department Robert Daly, S.J., <i>Choirmon</i>	Carney	404
			University Registrar Elizabeth Strain, <i>Service Coordinotor</i>	Lyons	101

Academic Calendar 1976-1977

First Semester

September	1	Wednesday	Evening College students register.
September	5	Sunday	Orientation program for freshmen and transfer students begins.
September	6	Monday	Academic advisory program commences in departments.
September	6-7	Monday-Tuesday	Registration for undergraduate transfers, readmits, failure-to-register in April students.
September	7	Tuesday	Last date for those registered to withdraw obtain a leave of absence with full tuition credit.
September	7	Tuesday	School of Social Work begins.
September	8	Wednesday	Classes begin—Undergraduate and Law School.
September	15-17	Wednesday-Friday	Confirmation of first semester registration for all day undergraduates and Law students. All School of Social Work students register for first semester.
September	20-21	Monday-Tuesday	Registration for graduate students in the School of Management and in the Graduate School of Arts and Sciences.
October	11	Monday	Columbus Day—no classes.
October	25	Monday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts and Sciences to file application in the office of the University Registrar for December comprehensive examinations.
November	1	Monday	Second semester registration material available.
November	11	Thursday	Veterans Day—no classes.
November	17	Wednesday	Undergraduate and Law School second semester registration materials should be returned in the University Registrar's office.
November	24	Wednesday	Thanksgiving holidays begin at noon.
November	29	Monday	Classes resume.
November	29	Monday	ALL candidates for C.A.E.S., M.A., M.A.T./M.S.T., M.Ed. or Ph.D. degrees who plan to graduate in January must file in the University Registrar's office.
December	13-14	Monday-Tuesday	Study days for full-time undergraduate students.
December	14	Tuesday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts and Sciences to file application in the University Registrar's office for February comprehensive examinations.
December	15-21	Monday-Saturday	Examination period. Christmas recess begins at close of examination period.
December	17	Friday	Last date for turning in signed and approved copies of Master's theses and Doctoral dissertations in the Office of the University Registrar.

Second Semester

January	10	Monday	Evening College students register. School of Social Work begins.
January	10	Monday	Law School commences.
January	13-14	Thursday-Friday	Registration for new undergraduate admissions, transfers, readmits, failure-to-register-November students.
January	17		Second semester classes begin.
January	26-28	Wednesday-Friday	Confirmation of second semester registration for all day undergraduates and all Law students. School of Social Work students register for second semester.
January	31	Monday and	Registration for graduate students in the School of Management and in the Graduate School of Arts and Sciences.
February	1	Tuesday	
February	21	Monday	Beginning of Winter vacation.
February	28	Monday	Classes resume.
March	4	Friday	ALL candidates for C.A.E.S., M.A., M.A.T./M.S.T., M.Ed. or Ph.D. degrees who plan to graduate in May MUST file in the University Registrar's Office.
March	18	Friday	No classes.
March	21	Monday	1977-1978 registration material available from the University Registrar. Academic advisement throughout the university.
April	5	Tuesday	Undergraduate and Law School fall registration materials should be returned to the office of the University Registrar.
April	7	Thursday	Holy Thursday—Easter recess begins.
April	12	Tuesday	Classes resume.
April	18	Monday	Patriot's Day—no classes
April	22	Friday	Last date for turning in signed and approved copies of Master's theses and Doctoral dissertation in the University Registrar's office.
May	2-3	Monday-Tuesday	Study days for full-time undergraduate students.
May	4-10	Wednesday-Tuesday	Examination period.
May	23	Monday	Commencement.

Notes

Boston College, Chestnut Hill, Mass. 02167

